DOCUMENT RESUME

ED 080 616 TM 003 135

TITLE	Report of an Evaluation of the Vocational-Technical Program in South Dakota.
INSTITUTION	South Dakota State Advisory Council on Vocational and Technical Education, Pierre.
PUB DATE	Aug 70
NOTE	118p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Comparative Analysis; Data Analysis; Data Collection; *Educational Objectives; *Evaluation Techniques; Post Secondary Education; *Program Evaluation; Secondary Grades; Tables (Data); *Technical Education; *Vocational Education
IDENTIFIERS	*Sourth Dakota

ABSTRACT

The results of an evaluation study made to determine how well South Dakota has met vocational-technical education objectives and goals are provided. The three sections of the report are as follows: Section I: Presentation, Analysis, Interpretation of Data and Evaluation of Outcome Objectives (15 tables and 4 charts); Section II: Part A. Visitations, Observations and Findings Relative to the Five Area Vocational Schools and the Secondary School Programs Attached; Part B. Observations and Findings on State-Level Administration and Supervision; and Section III: Summary of Pertinent Data, Inferences and Recommendations. The appendixes to the report are: A. An Outline of a Self-Evaluative Criteria for Vocational-Technical Education in South Dakota; and B. Camps Outline '70 Part A (The South Dakota Comprehensive Manpower Plan for FY 1970). (DB)

FILMED FROM BEST AVAILABLE COPY

ED 080616

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

REPORT

of an

EVALUATION

of the

VOCATIONAL-TECHNICAL PROGRAM

in

SOUTH DAKOTA

TM 003 135

Initiated By The

SOUTH DAKOTA ADVISORY COUNCIL

on

VOCATIONAL and TECHNICAL EDUCATION

August, 1970

PREFACE

The evaluation of the Vocational-Technical program in South Dakota is in fulfillment of the contractual arrangement between the South Dakota State Advisory Council for Vocational-Technical Education and the Vocational Consultants as noted subsequently.

The results of this evaluation are presented with pleasure to the South Dakota Advisory Council and others interested in the development of this vital phase of educational endeavor and its far reaching effect on the local, State and National social and economic well being. The evaluative report for the 1969-70 School Year is the culmination of the efforts of many individuals and groups including the South Dakota State Advisory Council for Vocational-Technical Education, the State Vocational-Technical Education Staff, the State Industrial Development Bureau, the Guidance Division of the State Department of Education, the area Vocational-Technical School Administrators and others. Special Acknowledgement is given to Mr. E. B. Oleson, State Executive Director for Vocational-Technical Education, and his professional and non-professional staff for their assistance.

Sincere appreciation is extended by the Vocational Consultants to the following personnel for their efforts as evidenced by the time and energy devoted to this evaluation. Without their dedication and devotion to duty this evaluation would not have been possible:

STATE BOARD OF VOCATIONAL EDUCATION

Emil Koehn, President..... Parker
Mrs. Darleen Gage, Vice President..... Pierre
Ben Anderson..... Groton
Mrs. Lois Bakewell..... Custer
Mrs. Caroline Mattox..... Deadwood
George Scully..... Wentworth
William Wernke..... Gregory
E. B. Oleson, Executive Officer..... Pierre

Dr. Gordon A. Diedtrich
State Superintendent of Public Instruction

STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

Glenn A. Barnes, Chairman..... Mission
Harold Buckingham, Vice Chairman..... Rapid City
G. O. Amundson..... Watertown
Mark Bolluyt..... Yankton
Melvin R. Buck..... Aberdeen

Clell D. Elwood..... Pierre
Dr. Richard D. Gibb..... Pierre
Mrs. Eunice Hovland..... Sioux Falls
Mrs. Lois Massa..... Carter
Dayle Meyer.....Webster
Dr. Allen R. Millar..... Springfield
H. G. Moeller..... Vermillion
E. B. Oleson..... Pierre
Mrs. Helen Overpeck..... Belle Fourche
Ed Owen..... Sioux Falls
Donald C. Remund..... Mitchell
Edward Ridgway..... Aberdeen
Dr. Howard R. Wold..... Madison

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

E. B. Oleson..... Director
Roy J. Ziegler..... Assistant Director
Supervisor Trade and Industrial, Technical Education
E. W. Gustafson..... Supervisor of Agriculture Education
Wallace R. Halverson....Supervisor of Business and Office Educ.
M. E. Beemer..... Supervisor of Distributive Education
Imogene Van Overschelde..Supervisor of Home Economics Education
Ruth Kraft.....Assistant Supervisor of Home Economics Education
Gary C. Whiteaker...Supervisor Manpower Development & Training
Lois Welch.....Fiscal Officer

Vocational-Technical Consultants for Advisory
Committee, FY 1970 Evaluation Report
A. R. Bunger
H. L. Benson
Dr. R. W. Canada

TABLE OF CONTENTS

		Page
PREFACE		iii
RATIONALE		ix
SCOPE AND BACKGROUND OF THE EVALUATION		x
PLAN AND PROCEDURE OF THE EVALUATION		xx

SECTION I

PRESENTATION, ANALYSIS, INTERPRETATION OF DATA AND EVALUATION OF OUTCOME OBJECTIVES

TABLE 1	A Comparison Between "1970 Projected Outcomes" and "1970 Actual Outcomes Achieved"	1
TABLE 2	Number and Percent of Secondary School Students Enrolled in Vocational Education Grades (9-12) 1969-70	6
TABLE 3	Number of Secondary Vocational Students Entering Post-secondary Vocational Programs, 1969-70	7
TABLE 4	Number of Secondary Vocational Education Instructional Programs (All Services) and Enrollments, 1969-70	8
TABLE 5	Number of Secondary Vocational Students, Available for Work, Placed in Jobs Following Training	11
TABLE 6	Number of Secondary Students, Age 15-24, Enrolled in Post-secondary Vocational Programs	14
TABLE 7	Number of Post-secondary Vocational Students Starting and Completing Training, Available for Work, Placed in Jobs Following Training, 1968-69	17
TABLE 8	A Comparison of Estimated and Actual Number of Post-Secondary Students Enrolled by Services (All Programs) 1969-70	20

Page

TABLE 9 Number of Adult Students 15 Years of Age and Over Enrolled in Vocational-Technical Programs (All Services) 1969-70 21

TABLE 10 Number of Adult Students 15 Years of Age and Over Enrolled (All Services) in the Five (5) Vocational-Technical Area Schools 22

TABLE 11 Number of Disadvantaged Persons Enrolled in Vocational Education by Programs, 1969-70 23

TABLE 12 Number of Handicapped Persons Enrolled in Vocational Education by Programs, 1969-70 . . . 26

TABLE 13 Number of Consumer and Homemaking Programs Serving Youth and Adults 27

TABLE 14 Extent of Participation of Schools and Employees in Cooperative Education Programs By Services in 1969-70 30

TABLE 15 Number of Programs and Enrollments (MDTA) . . . 31

LIST OF CHARTS

CHART 1 A Comparison of Total Secondary Enrollments and Vocational Enrollments, 1969-70 10

CHART 2 Number of High School Seniors Enrolling Completing and Available for Placement and Placed in Jobs, 1969-70 13

CHART 3 Adults 15 years and Over Enrolled and Post-Secondary Youth Enrolled Compared to State Population, 1969-70 16

CHART 4 Number of Post-Secondary Graduates Enrolled Completing, and Available for Placement and Placed on Jobs, 1969-70 19

SECTION II

PART A

VISITATIONS, OBSERVATIONS AND FINDINGS RELATIVE TO THE FIVE AREA VOCATIONAL SCHOOLS AND THE SECONDARY SCHOOL PROGRAMS ATTACHED

PAGE

INTRODUCTION 32

OBSERVATIONS AND FINDINGS 33

Administration 33
Curriculum 35
Instruction 36
Student Factors 37
Advisory Committee. 38
Physical Plant 39

PART B

OBSERVATIONS AND FINDINGS ON STATE-LEVEL ADMINISTRATION AND SUPERVISION 40

SECTION III

SUMMARY OF PERTINENT DATA, INFERENCES AND RECOMMENDATIONS

SUMMARY OF 1970 OUTCOMES SOUGHT AND ACHIEVED 45

RECOMMENDATIONS FOR AREA VOCATIONAL-TECHNICAL SCHOOLS . . 53

Administration 53
Curriculum 56
Instruction 57
Physical Plant 59

RECOMMENDATIONS ON OUTCOMES OF 1970 VOCATIONAL EDUCATION OBJECTIVES 60

Secondary School Programs 60
Post-Secondary School Programs 60
Adults 60
Disadvantaged 61
Handicapped 61
Special Programs 62
Exemplary Programs 62
State Residential Vocational Schools 62
Consumer and Homemaking Education 62
Cooperative Education 62
Work-Study 62
Teacher Education 63

RECOMMENDATIONS CONCERNING STATE-LEVEL ADMINISTRATION AND SUPERVISION. 64

CONCLUDING STATEMENT 65

GLOSSARY OF TERMS 65a-b

APPENDICIES

PAGE

APPENDIX A. An Outline of a Self-Evaluative Criteria for Vocational-Technical Education in South Dakota 66

APPENDIX B. CAMPS OUTLINE '70 PART A (The South Dakota Comprehensive Manpower Plan for FY 1970). 67

RATIONALE, SCOPE AND BACKGROUND OF THE EVALUATION

Rationale

The 1968 Amendments to Public Law 90-576, Title I, Part A, Section 104-b (1) require that "Any State which desires to receive a grant . . . . shall establish a State advisory council . . . . which shall . . . . . evaluate vocational educational programs, services and activities assisted under this title and publish and distribute the results thereof and (D) prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report."

The program of Vocational-Technical Education in South Dakota established objectives and goals for the 1969-70 School Year which were subsequently approved by the U. S. Office of Education. This evaluation report endeavors to show how well South Dakota has met these objectives and goals as identified in the 1969-70 South Dakota State Plan for Vocational-Technical Education. Appropriate recommendations were also made keeping in mind that improvement is a continual process resulting in better education for South Dakota residents.

The purpose of this evaluation study was to determine how well South Dakota has met the objectives set considering the need for vocational-technical education and training for the secondary, post-secondary, and adult levels in relation to manpower requirements. The training effort was directed also to meet the needs of the disadvantaged and handicapped population of the State.

The formal organization of the State Department of Vocational Education is important in obtaining the maximum use of funds for vocational-technical education. The members of the State Board of Education also serve as the State Board of Vocational-Technical Education. The Executive Director of Vocational-Technical Education reports directly to the State Board of Vocational-Technical Education. This office is separate from the office of the Department of Public Instruction. Reporting directly to the Executive Director is an Assistant Director, and the supervisors of the several vocational areas -- Agriculture, Business and Office Occupations, Distributive Education, Health Occupations, Home Economics, Technical Education, Trade and Industrial Education, and Manpower Development and Training.

Local Boards of Education, their Superintendents and Directors of Vocational Education are in direct line relationship to the State Executive Director of Vocational-Technical Education.

Five Area Vocational-Technical Centers or Schools have been built in areas of population large enough to support a program. The sixth Area Vocational School authorized under the state system has not been constructed pending further study as to location. One of the five schools is Southern State College which functions both as a Technical Institute and an Area Vocational-Technical School. These schools are beginning to have an influence on meeting the manpower needs of the state. Since the smaller school districts do not find it feasible to offer a variety of vocational offerings, the Area Vocational Schools provide greater breadth of training and benefit more students. In 1968-69, there were 1203 individual districts in South Dakota. This number was a reduction from 3295 school districts in the 1955-56 school year. In 1970, the number of districts was further reduced to 765. This reduction coupled with the Area Vocational-Technical Schools should provide a better total educational program for the State of South Dakota. Secondary, post-secondary, and adult students will find more opportunities to profit from the Vocational-technical training and education so vitally needed.

Scope and Background

Statistics for the 1969-70 School Year indicate there are 50,720 students enrolled in the South Dakota Secondary Schools. Of this number, approximately fifty (50) per cent will enroll in colleges and universities. This leaves approximately 25,000 youth who are in need of vocational-technical training and education. Of the 50,720 secondary school students, only 12,727* or 25 per cent are presently enrolled in vocational-technical education at various levels.

Since 25,000 students will not attend college and 12,727 are receiving training in saleable skills, the remaining 12,273 students will graduate without saleable skills, or college as a goal. Based on these factors, vocational-technical education in South Dakota could well double its present program if funds and facilities were made available.

Considering the large number of high school graduates who have not developed saleable skills and also the drop-outs from the secondary schools without such skills, a real need exists for post-secondary vocational-technical programs in South Dakota.

A study by L. M. Dunn of the U. S. Office of Education** indicates that 13.5 per cent of the school children K-12 in

---

*South Dakota Schools Educational Directory - 1969-70.

**U.S.O.E. Projections, reported by L. M. Dunn, Exceptional Children in the School, 1963.

South Dakota are handicapped either socially, emotionally, or physically. Assuming that this handicapped percentage is equally spread throughout all grades, then South Dakota has some 6,739 students in grades 9-12 who need some form of special education. This is based on a 50,720 school enrollment grades 9-12 as reported by the State Department of Public Instruction 1969-70.

Further, it is estimated that there is a total of 112,794 disadvantaged and handicapped persons in 1970 in South Dakota who need occupational skill training to improve their social and economic status.

Prominent among South Dakota's disadvantaged population are the Indians residing on reservations or near reservations as evidenced by the following data presented in Bulletin Number 99, Business Research Bureau, School of Business, University of South Dakota, Vermillion, 1968: As of 1968, there were 33,904 or approximately six (6) per cent of the state's population who were Indians, 78 per cent of whom are in the "dependent" category. Less than one-quarter of the Indians are in the labor force with unemployment and underemployment being widespread. Farming and government works provide the most jobs. Only 296 Indians in mid 1968 were employed in manufacturing.

Over 79 per cent of all the State's Indians had incomes below the "poverty line." Per family incomes ranged from a low of $1,731 to a high of $2,572. This was from 23-31 per cent of the average family income for the State taken as a whole.

This situation exists despite large sums of money flowing into the State for the purpose of overcoming Indian poverty problems.

Indian educational achievement was found to be well below the national average of 10.6 years of schooling (12 for the whites, 9.0 years for negroes). The South Dakota Indian had finished 8.4 years with only 20 per cent holding a high school diploma as compared with 50 per cent for the whites and 27 per cent for the negroes. The Indian dropout rate was twice the national average occurring primarily at the end of the 8th grade or during the first year of high school. Poverty in the homes, language barriers, transportation, health, housing and lack of job opportunities which dampen educational incentive all contribute to the lower educational achievement of the Indian.

The major source of income for South Dakota resides in the agricultural sector. Twenty-three and eight-tenths (23.8) per

cent* of the total civilian work force is employed in agriculture, while 13.1 per cent* is engaged in retail sales occupations. The foregoing data indicate that South Dakota's economy is comprised primarily of agricultural and small business enterprises.

The trend of industrial development in South Dakota presently taking place emphasizes the need for additional education and vocational-technical training. It is evident that industry tends to locate where taxes are moderate; where skilled and semi-skilled workers are available in quantity; where water and transportation is available to meet its needs; where power is abundant; and where sufficient space is available for expansion. South Dakota is meeting most of these conditions. When the new Area Vocational Schools reach their desired goals, there will be a better supply of skilled workers available to support business and industrial growth. Until greater expansion of industrial development takes place, many of South Dakota's youth will continue to migrate to areas with greater employment opportunities.

Manpower

Contacts with the South Dakota Employment Security Office revealed that little recent data were available relative to new or emerging occupations having a direct bearing on the State's labor requirements. However, useful recent national statistics** centering on the estimated number of workers which will be needed each year through the mid-1970's and around which Vocational-Technical Curricula and Training would be implemented based on need follow:

Estimated Average Annual Openings Through the Mid-1970's by Vocational Education Instructional Program Titles Based on DOT

Code		Average Annual Openings 1966-75
7.000 Health Occupations	1966 Employment Total - 2,020,900	203,400

*Education: South Dakota - University of Minnesota, 1969.

**Manpower Requirements in Occupations for which Vocational Education Prepares Workers, Mimeo, U. S. Department of Labor, Bureau of Statistics, July 1969.

	Average Annual Openings 1966-75
°Dental Assisting	7,700
°Dental Hygiene	2,000
°Dental Laboratory Technology	1,700
°Medical Laboratory Assisting, Hematology	8,400
Nursing (associate degree)	61,000
°Practical Nursing	39,000
Nursing Assistance (Aide) Psychiatric	77,000
Radio Logic technology (X-Ray) Radiation therapy, Nuclear Medical technology	6,300
Ophthalmic dispensing (contact-lens technician, optician dispensing, artificial-plastic-eye maker; mounter and repairer)	300
16.01 Technical Occupations 1966 employment total - 2,134,000	187,300
Engineering related technology (engineering and science technicians, draftsman surveyors)	72,000
Dental Hygiene	2,000
Medical laboratory assisting	8,400
Radiological technology	6,300
Nursing (associate degree)	61,000
°Computer Programmer	13,600
Commercial Pilot training	7,200
Forestry technology (forestry aides)	800
Police, law enforcement and correction science technology	16,000
4.01 Distributive Occupations 1966 employment total - 11,902,000	159,000
°Advertising Services, marketing research workers and Public Relations workers	11,000
°Automotive (salesmen, service advisors, parts countermen)	7,500
°Finance and credit (bank teller, securities salesmen)	25,000
°Food distribution (routemen)	10,000
°Food Service (waiter, waitress)	2,800
°General Merchandise (cashier)	3,600
°Hotel and lodging (hotel and motel manager, front office clerk, housekeeper, bellman, bell captain)	18,000
°Insurance (agents and brokers)	43,000
°Petroleum (gasoline service attendant)	9,000
°Real Estate (salesmen, brokers)	16,000

°Indicates training programs conducted in S.D. 1969-70.

	Average Annual Openings 1966-75
° Transportation (airline stewardesses, inter-city bus drivers, local transit bus drivers, taxi drivers)	5,000
Distributive education (purchasing agents)	8,200
14.00	
Office Occupations 1966 employment total - 9,953,000	555,000
° Bookkeepers	80,000
° Machine Operators (billing machine operator, calculating machine operator, duplicating machine operator, addressing machine operator)	60,000
Tellers	17,000
° Business data processing (computer operator, keypunch operator)	14,000
° Programmers	13,600
Systems Analysts	11,800
Communications systems clerks and operators (central office operator, telephone operator)	28,000
Mail postal clerks	11,500
Receptionists and information clerks	25,000
Shipping and receiving clerks	10,500
Personnel, training, and related occupations (manager-personnel, personnel clerk, job analyst, employment interviewer, salary and wage administrator)	6,200
° Stenographic, secretarial and related occupations	175,000
° Typing and related occupations	60,000
17.00	
Trade and Industrial Occupations 1966 employment total - 14,283,700	577,500
Air Conditioning, Cooling, Heating, Ventilating occupations	3,500
° Appliance Repair	10,000
° Automotive body and fender	3,700
° Automobile mechanics	20,000
° Aircraft maintenance	6,500
Aircraft operations (flight engineer)	500
Ground operations (air traffic controller)	400
° Business Machine Maintenance	3,700
Commercial Art occupations	3,200
Interior decorating and window display	700

	Average Annual Openings 1966-75
Product design occupations	400
Seamanship, ship and boat operation and maintenance, seamen, engineer, marine oiler	2,000
Photographic laboratory and dark room occupations	1,300
°Carpentry	32,000
°Electricity	6,400
Operation, heavy equipment	16,000
Masonry	10,600
Painting and decorating	19,000
Plastering	3,300
Plumbing and pipe fitting	16,000
Glazing	400
Roofing	2,100
Construction and maintenance trades (millwrights, structural steel worker, boilermaker, elevator constructor, cement mason, floor layer)	15,000
Custodial services	80,000
°Diesel Mechanics	4,000
°Drafting	16,000
°Electrical occupations	7,500
Linemen	1,100
°Communications (central office repairman, installer, PBX repairman)	9,000
°Graphic Arts occupations	8,000
Instruments Maintenance and repair	4,500
Watch making and repair	700
Foundry and related work (coremaker, molder)	1,400
°Machine shop	27,000
Sheet metal	2,100
°Welding and cutting	23,000
Tool and die making	6,300
Metal pattern making	400
Metal working, other, blacksmith	600
Barbering	12,000
°Cosmetology	43,000
Fire training	10,000
Stationary energy sources occupations (stationary engineer fireman)	3,000
Waiter/waitress	64,000
Pumping plants (sewage plant operator)	9,000
Shoe repair	1,500
Upholstering (automobile upholsterer, furniture upholsterer)	1,000

The foregoing represents categories in which estimated manpower requirements and demands will be evident through the mid-1970's and for which vocational-technical education educators will need to be cognizant and alert in training emphasis.

Some of these occupations are new in certain states as states move from an agricultural to more industrial character. Demand for others will become evident as populations increase and recreational occupations rise.

Some emerging occupations are found below in the numerically controlled metal-cutting machining occupations which presently do not appear in the latest 1968-69 Dictionary of Occupational Titles but are contained in a Supplemental DOT Release.* These occupations are as follows:

Boring-Mill Operator, Numerical Control
Coordinator for Numerical Control
Drill Press Operator, Tape Control
Boring Machine Operator, Tape Control
Jig Boring Machine Operator, Numerical Control
Lathe Operator, Numerical Control
Machining Center Operator, Vertical, Numerical Control
Milling Machine Operator, Numerical Control
Part Programmer, Numerical Control
Vertical Turret Lathe Operator, Numerical Control

No reliable statistics on manpower requirements in the above ten metal-cutting machining occupations appear to be available. However, it is assumed that some of the above occupations are pertinent to the South Dakota situation and consideration should be given to the manpower requirements in these areas. Development of training programs to meet the needs as established would then become feasible as a matching procedure.

Viewing the fact that the major source of income (85 per cent) for the state of South Dakota is generated by the agricultural sector and further that 23.8 per cent of the total civilian work force is thus employed, its manpower requirements must be provided for amply in both agricultural production and related off-farm occupations.

---

*Supplemental DOT Information from Technical Report on Occupations in Numerically Controlled Metal-Cutting Machining, August 12, 1968.

Recent data* compiled by Gadda and Pollman of the Agriculture Education Department of South Dakota State University revealed that approximately 2485 new workers with agricultural competencies in related agricultural jobs would be needed by the 126 firms surveyed by 1972. Jobs included replacements for present workers and for newly created positions caused by growth and development. A total of 62.3 per cent of the firms indicated plans to hire from one to 15 new agricultural workers each by 1972. Another 10.6 per cent plan to hire 15 or more each.

Saleswork will require 26.3% of the new workers.
Mechanics will require 13.4% of the new workers.
Managers will require 9.1% of the new workers.
Farm equipment servicemen will require 8.6% of the new workers.
Semi-skilled and unskilled will require 7.7% of the new workers.

Partsmen and the remainder of the occupations were divided among 16 or more additional job titles.

All except 2.6 per cent of the job titles for which new related agricultural workers are needed will be above the unskilled level. This implies a challenge for Vocational-Technical training programs to supply trained manpower for the agricultural sector of the state's economy.

New job titles anticipated by the 126 firms surveyed and the proportion of new agricultural workers needed in each title during the next five years follow:

NEW JOB TITLES ANTICIPATED IN THE NEXT FIVE YEARS BY 126 FIRMS SURVEYED AND THE PROPORTION OF NEW AGRICULTURAL WORKERS NEEDED IN EACH TITLE

NEW JOB TITLE	Percent of Total New Workers Anticipated (N=232)
Sales Persons	26.3
Mechanics	13.4
Servicemen, Farm Equipment	8.6

*Gadda, H. W. and Pollman, James, South Dakota Agricultural Off-Farm Occupational Opportunities and Training Needs, Agricultural Education Department, South Dakota State University, Bulletin 553, April 1969.

(Continued)

NEW JOB TITLE	Percent of Total New Workers Anticipated (N=232)
Semi-skilled and Unskilled	7.7
Partsmen	7.3
Managers and Assistant Managers:	
Chemical and Fertilizers	2.6
Implement	2.2
Elevator	2.2
Warehouse	1.3
Nursery	.4
Feed Mill	.4
Dairy Processing Workers	3.4
Production Men (feed)	1.7
Irrigation Technical Workers	2.6
Farm Equipment Technical Workers	1.7
Foreman, Farm Building Construction	2.2
Chemical Application Workers	2.2
Carpenters	1.7
Elevator Technical Workers	1.3
Clerical, Office and Shop	1.7
Servicemen, Electric	1.3
Deliveryman	1.7
Fieldmen	1.7
Supervisory Personnel	1.7
Agronomists and Nutritionists	1.3
Swine Specialists	.9
Wool Grader and Appraiser	.5
TOTAL:	100.0

Activities and duties as well as non-farm agricultural competencies expressed by most needed job titles are also found in Tables 19 and 20 of the afore-mentioned publication by Gadda and Pollman.

Production agriculture today requires a high level of technical knowledge and skill of its work force. Prominent among training needs are managerial skills and abilities. This is an area of training largely unfilled today in South Dakota's Vocational-Technical training programs. Increased and rapid emphasis in this vital area is needed if the out-of-school youth and adult farmers are to keep pace with the rapid technological changes in Agricultural Production.

Recent manpower needs, shortages and surpluses were not available. The most recent as reported by the CAMPS outline 1970, Part A, page 13, reports on Table 4a for 1968 the following:

APPLICANT SHORTAGE	APPLICANT SURPLUS
Engineers (Electrical & Const.)	Construction Workers (a)
R.N.'s	Heavy Equipment Operators (a)
L.P.N.'s	Truck Drivers (a)
Inhalation Therapists	Laborers (Unskilled)
Managerial positions	Factory Workers (Entry Level)
Bookkeepers	Office Workers (Entry Level)
Clerk Typists	Sales Clerks
Secretaries	Warehousemen
Salesmen	
Cooks	
Printing occupations	
Auto mechanics	
Diesel Mechanics	
TV and Appliance Servicemen	
Cement Finishers	
Welders	

(a) 80 per cent of this surplus can be attributed to seasonal conditions.

Two facts are proved out in the shortages and surpluses listed above:

1. Employers are badly in need of trained employees.
2. Applicant surplus (for the most part) is saturated with untrained, unskilled, and entry level applicants.

Unemployed characteristics identified by the CAMPS report for 1970 include the following information:

General		Per Cent
	Females	42
	Heads of Households	50
	Handicapped	10
	HRD	17
Veteran Status		
	Veterans	25
	Selective Service Rejects	8
	Other Non-Vets	67
By Ages		
	Under 19	15
	19-21	20
	22-34	35
	35-44	16
	45 and over	14

Years Gainfully Employed		Per Cent
	Less Than 3 years	45
	3-9 years	35
	Over 10 years	20
Race		
	White	80
	Non-white	20
Educational Level		
	Less than 8 years	17
	8 years	44
	9-11 years	18
	12 years	18
	Over 12 years	3

One-half of all unemployed persons were heads of households and 42 per cent, less than half of the unemployed, were women.

Twenty-five per cent of the unemployed persons were veterans and most of the unemployed were those between ages 19 and 35.

The major portion of those unemployed had less than three years of work experience.

Plan and Procedure of the Evaluation

The 1970 evaluation of Vocational-Technical Education in South Dakota was initiated by the South Dakota Advisory Council for Vocational-Technical Education in conformity with the provisions of the 1968 amendments to Public Law 90-576, Title I, Part A, Section 104-b, as referred to later in this report. The plan was to engage the services of competent vocational education specialists who would compile the necessary data, analyze and interpret it, and make appropriate inferences and recommendations based on the findings.

School visitations as deemed necessary by the South Dakota State Staff of Vocational-Technical Education were also a part of the evaluative procedure. In this connection, five area vocational schools and some of the attached secondary vocational school programs were observed. Appropriate recommendations were made based on the consultants' observations and findings.

It was further determined that the major emphasis for the evaluation would be given by comparing the "current status" and the "1970 projected outcomes sought" with the"actual 1970 outcomes"achieved. This evaluation process is based on the vocational-technical objectives appearing in the 1969 State Plan for Vocational-Technical Education in South Dakota. The basic data bearing on the 1969-70 "actual outcomes" achieved was to be solicited from the cooperating reimbursed schools in South Dakota by the State Vocational-Technical Education Staff.

An additional facet of work to be performed by the vocational consultants was the development of "An Outline of a Self-Evaluative Criteria for Vocational-Technical Education in South Dakota." The need for such an instrument, to be fully developed later, has been recognized by the State Staff and the State Advisory Council for use in the evaluation of Vocational-Technical Education Programs in depth.

SECTION I

STATE PROGRAM OBJECTIVES: OUTCOME EVALUATION

This section of the evaluation report details in table form the statistical data which support the 1970 outcomes of the program objective as set forth in the State Plan for 1969. Narrative explanations, interpretations, observations, and evaluation of outcomes accompany each table.

All program objective outcomes for the school year 1969-70 are shown in Table 1 of this section and are evaluated through a comparison of actual achievement with the "current status" for 1969 and the outcomes sought" for 1970.

TABLE 1

A SUMMATION OF COMPARISONS BETWEEN 1970 PROJECTED OUTCOMES AND ACTUAL OUTCOMES ACHIEVED BASED ON STATE PLAN VOCATIONAL EDUCATION OBJECTIVES

ITEM	CURRENT STATUS-1969	PROJECTED OUTCOME - 1970	ACTUAL OUTCOME-1970
5.1 SECONDARY			
a. Percentage of Secondary School Students Enrolled in Vocational Education			
Urban	2.1	2.4	23
Rural	19.4	20.0	27
b. Percentage of Secondary School Students Entering Post-Secondary Vocational Programs	8.9	10.8	No Data Avail.
c. Total Number of Instructional Programs	177	186	316
d. Percentage of Students Available For Work, Placed in Jobs Following Training	96.0	96.0	96.6

TABLE 1 (continued)

ITEM	CURRENT STATUS-1969	PROJECTED OUTCOME-1970	ACTUAL OUTCOME-1970
e. Vocational Education Completion Rate (Per Cent)	91	91	99
f. Vocational Student - Guidance Counselor Ratio	1:475	1:450	1:370
5.2 POST-SECONDARY			
a. Percentage of Population Age 15-24 Enrolled in Post-Secondary Vocational Education	1.6	3.0	1.13
b. Percentage of Post-Secondary (2-Year) Students Enrolled in Vocational Education	.5	.75	.7
c. Number of Instructional Programs	50	53	53
d. Percentage of Students, Available for Work, Placed in Jobs Following Training	80	80	92
e. Number of Instructional Programs for Emerging Occupations	4	6	Not Reported
f. Vocational Student - Counselor Ratio	1:110	1:75	1:148
5.3 ADULT			
a. Percentage of Population Age 15-24 Enrolled in Adult Vocational Education	1.02	1.05	1.5
Urban	.65	.70	2.6
Rural	.37	.35	.6

TABLE 1 (continued)

ITEM	CURRENT STATUS-1969	PROJECTED OUTCOME-1970	ACTUAL OUTCOME-1970
b. Total Number of Instructional Programs	209	219	198
c. Number of New Instructional Programs	3	10	Not Reported
d. Vocational Education Completion Rate (Per Cent)	95	95	Not Reported
e. Total Number of Adult Students 15 Years and Over (All Programs)	-	-	4809
f. Percent of Total Population			.009
5.4 DISADVANTAGED			
a. Percentage of Disadvantaged Population (By Level) Enrolled in Vocational Education			
Secondary	.6	1.1	2.27
Post-Secondary	.06	.12	.72
Adult	.0	.05	.22
b. Number of Instructional Programs	4	13	29
c. Number of Students Enrolled in Cooperative Programs	80	250	306
d. Number of Students Enrolled in Work Study Programs	11	20	Not Reported

TABLE 1 (continued)

ITEM	CURRENT STATUS-1969	PROJECTED OUTCOME-1970	ACTUAL OUTCOME-1970
5.5 HANDICAPPED			
a. Percentage of Handicapped Population Enrolled in Vocational Education	.006	.02	.58
Secondary	25	45	223
Post-Secondary	14	54	142
Adult	0	20	0
b. Number of Instruction Programs	1	1	21
c. Number of Students Enrolled in Cooperative Programs	0	10	34
d. Number of Students Enrolled in Vocational Work-Study Programs	0	10	0
5.64 CONSUMER & HOMEMAKING EDUCATION			
a. Number of Programs Serving Youth in Economically Depressed Areas	9	10	10
b. Number of Programs Serving Adults in Economically Depressed Areas	2	4	0
c. Number of Programs Serving Youth -	103	104	103
Number of Such Programs Emphasizing Consumer Education	103	104	103

TABLE 1 (continued)

ITEM	CURRENT STATUS-1969	PROJECTED OUTCOME-1970	ACTUAL OUTCOME-1970
d. Number of Programs Serving Adults -	22	32	18
Number of Such Programs Emphasizing Consumer Education	22	32	18
5.65 COOPERATIVE EDUCATION			
a. Number of Programs	29	29	43
b. Number of Secondary Schools Offering Programs	25	25	42
c. Number of Post-Secondary Schools Offering Programs	0	0	1
d. Number of Employers Participating	592	700	734
e. Percentage of Secondary Vocational Students Enrolled	7	10	6.98
f. Percentage of Post-Secondary Students Enrolled	3	10	1.4

TABLE 2

(5.1-a.) NUMBER AND PER CENT OF SECONDARY SCHOOL STUDENTS ENROLLED IN VOCATIONAL EDUCATION (GRADES 9-12) SCHOOL YEAR 1969-70

	TOTAL	URBAN	RURAL
Total Number of Students Enrolled in Vocational Education	12,727	4,627	8,100
Total Number of Students Enrolled in Secondary Education	50,720*	20,981	29,739
Percentage of Secondary School Students Enrolled in Vocational Education	25	23	27

Note: "Urban" as used here is an incorporated town with 2,500 or more population.

It may be noted in Table 2 that during the 1969-70 school year there were 12,727 of the State's 50,720 secondary school students, or 25 per cent, enrolled in vocational education programs (all services). The 12,727 students enrolled were comprised of 4,627 urban and 8,100 rural students or 23 and 27 per cent respectively of the total urban and rural secondary school population of the State.

It can be seen that of the total secondary school population (50,720), 20,981 were classified as urban and 29,739 as rural. Considering that 23 and 27 per cent respectively of each group were enrolled in vocational education programs, it appears that urban and rural youth are being served near equally.

It is recognized that 50 per cent of the high school seniors will terminate their formal education upon graduation from high school. Since only 25 per cent of the total secondary students are presently being enrolled in vocational

*Education Directory of South Dakota (Enrollments in South Dakota, September 8, 1969).

education, approximately one-half of this group are not being prepared with saleable skills after leaving high school. There is the inference that the opportunity and challenge exists for greatly expanded vocational education programs at the secondary level.

Evaluation of Outcomes

From the standpoint of the state's success in achieving its vocational education objective based on projected "1970 outcomes sought" compared with "actual outcomes," (see Table 1) a commendable job was done in relation to the number of secondary students enrolled in vocational programs as evidenced by the following figures:

PER CENT OF SECONDARY STUDENTS ENROLLED IN VOCATIONAL EDUCATION

	URBAN	RURAL
1969 Current Status	2.1	19.4
1970 Outcome Achieved	23.0	26.0
1970 Outcome Sought*	2.4	20.0

*Based on 1969 State Plan Vocational Education Objectives.

Evaluation reveals that the State over-achieved on this particular objective by 20.6 per cent in serving numbers of urban secondary students in vocational education programs and by six per cent for rural students.

TABLE 3

(5.1-b) NUMBER OF SECONDARY VOCATIONAL STUDENTS ENTERING POST-SECONDARY VOCATIONAL PROGRAMS. SCHOOL YEAR 1969-70 (Reported Nov. 1969)

Number of Secondary School Vocational Education Student Graduates. (1968-69)	3,615
Number of 1st Year Students in Post-Secondary Programs	1,128
Per cent of Secondary School Vocational Graduates Entering Post-Secondary Vocational Programs	*

*Data Not Available.

As presented in Table 3, there were 3,615 secondary school vocational education students who graduated during the 1968-69 school year and as reported to the State office during November 1969.

One thousand one hundred twenty-eight (1,128) students were reported entering post-secondary vocational programs during the above reporting period. These students may or may not have been previous year graduates and they may or may not have had vocational education training in high school.

State reporting forms did not provide for the gathering of information pertaining to the per cent of secondary school vocational graduates who entered first year post-secondary vocational programs. No valid percentage comparisons were possible, therefore, in the identification of individual vocational student's progression from the secondary to the post-secondary level. Future reporting forms will provide for gathering these data.

It is inferred that an increasing number of secondary vocational student graduates will continue their occupational training at advanced trade or technical levels at the area vocational schools as these institutions become more firmly established in the public mind. No attempt was made to verify this inference.

Evaluation of Outcomes

In comparing the "1969 current status" with the actual 1970 achievement, pertaining to per cent of vocational secondary students entering post-secondary programs, no valid comparison was possible as explained previously.

TABLE 4

(5.1-c.) NUMBER OF SECONDARY VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAMS BY SERVICES AND ENROLLMENTS (1969-70)

Vocational Service Area	No. of Programs	Enrollment
Agriculture	66	3086
Dist. Education	26	710
Home Economics	108	7444
Health	0	0
Bus. and Off.	39	655

TABLE 4 (continued)

Vocational Service Area	No. of Programs	Enrollment
Trade and Ind.	31	832
Technical	0	0
Spec. Educ. (Disadv.)		(1379)
Cooperative Programs	(42)	(976)
Totals	270	12727

Table 4 presents data relative to the number of instructional programs by services and their respective enrollments. It may be noted that 270 instructional programs were conducted with 12,727 students enrolled during the 1969-70 school year. Vocational Home Economics and Agriculture constituted nearly 83 per cent of the total enrollment followed by Trade and Industrial, Distributive Education, and Business and Office Education, respectively.

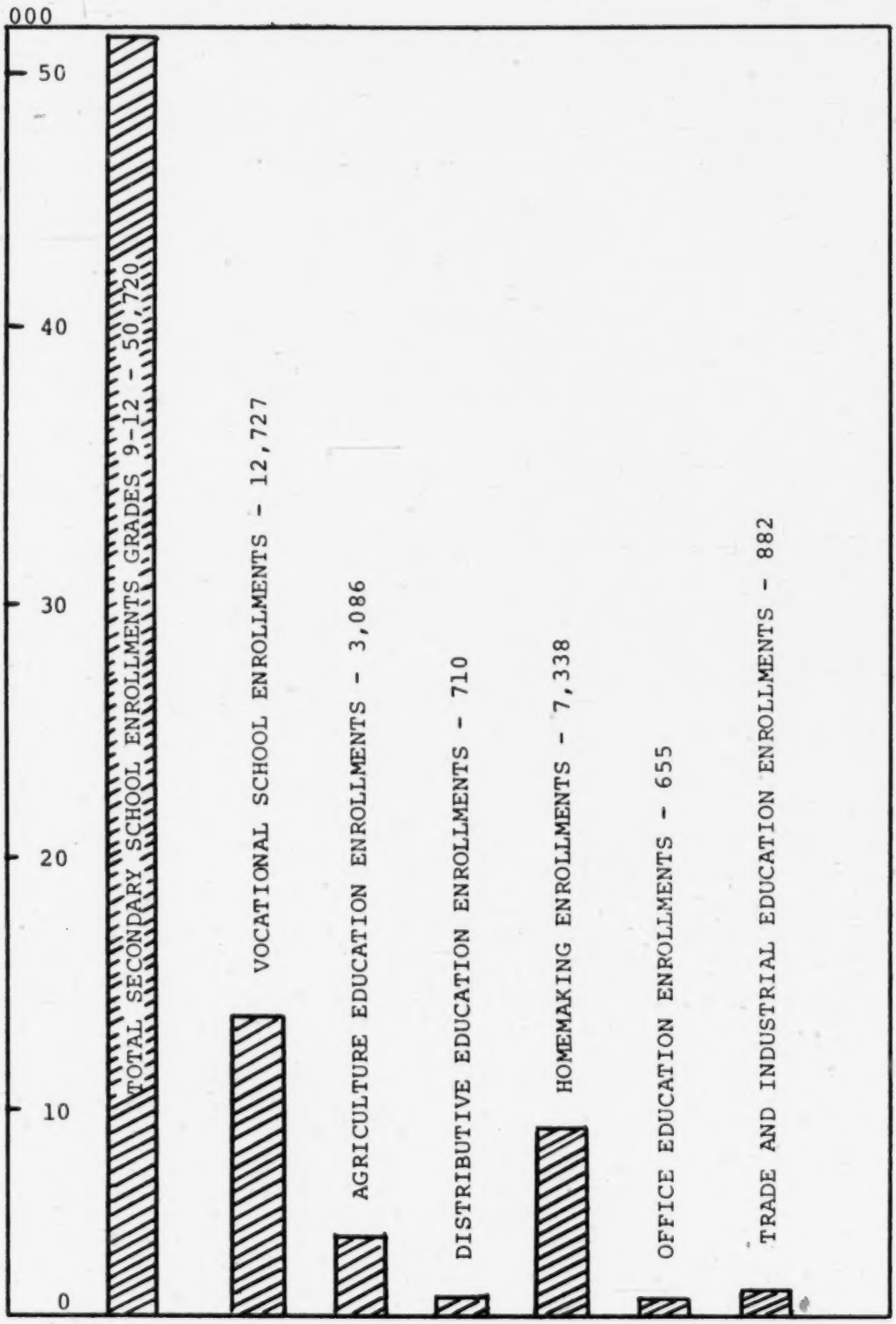
A comparison of the "1970 outcomes sought" and "outcomes achieved," relative to the total number of instructional programs, shows 186 programs sought versus 270 programs actually conducted. This indicates that actual achievement exceeded expectation by approximately 45 per cent. The marked disparity between the 186 programs sought and 270 achieved is due to the fact that the projected figure of 186 represented schools rather than instructional programs. Therefore, a valid comparison was not possible. However, this discrepancy has been corrected in the 1970 state plan objectives. There were no secondary instructional programs for Health Occupations or Technical Education during the 1969-70 school year. Table 4 does not indicate separate programs for the disadvantaged and handicapped persons although 1,379 persons in this category were enrolled in regular programs.

Included in the total enrollment of 12,727 are 976 students enrolled in cooperative education type programs.

Evaluation of Outcomes

It may be seen from Table 1 relative to the number of instructional programs that there were 270 programs in vocational-technical education completed for 1969-70 compared with the goal of 186 programs as stated for this particular objective. Since the 1969 "current status" and 1970 "outcomes sought" were both based on number of schools rather than "programs of instruction," no valid comparisons could be made.

Enrollments in Trade and Industries, Distributive Education, and Office Occupations account for less than 20 per cent of the total secondary vocational education enrollment.



1. COMPARISON OF TOTAL SECONDARY ENROLLMENTS AND VOCATIONAL EDUCATION ENROLLMENTS, 1969-70.

TABLE 5

(5.1-d, e, & f) NUMBER OF SECONDARY VOCATIONAL STUDENTS AVAILABLE FOR WORK, PLACED IN JOBS FOLLOWING TRAINING (1968-69)

I. TYPE OF PROGRAM	Vocational Training and Placement Status			
	Number of Persons Starting Training* 1968-69	Number of Persons Completing Training* 1968-69	Number Available for Placement Following Training	Number of Persons Placed In Jobs Following Training
Agriculture	609	603	213	212
Business & Office	507	507	208	185
Dist. Education	590	577	263	259
Home Economics (Regular)	1118	1118		
(Wage Earner)	80	80	22**	22**
Health	0	0	0	0
Trade & Indust.	579°	579	237+	231+
Technical	151	151	78	78
Spec. Ed. (Disad.)	(1051)°°	Data Not Avail.	Data Not Avail.	Data Not Avail.
Total	3642	3615	1021	987

II. Number guidance counselors in school (fulltime) 137. Total high school enrollment, grades 9-12 is 50,720. Ratio: 1:370.

* Based on senior students entering in the fall term only.
**Placement related to wage earning.
\+ Includes Special Education T & I enrollments.
° Of the 579 students who started, 495 began in September of 1968. The remaining 84 students enrolled late in the school year.
°°Eight Home Economics students who are neither secondary, post-secondary, nor adult, but enrolled in a special class.

It can be seen in Table 5 that of the 3642 persons (seniors) entering training for the 1968-69 school year, 3615 of them completed training. Of the 3615 students completing training, 1021 were available for placement following training. Nine hundred

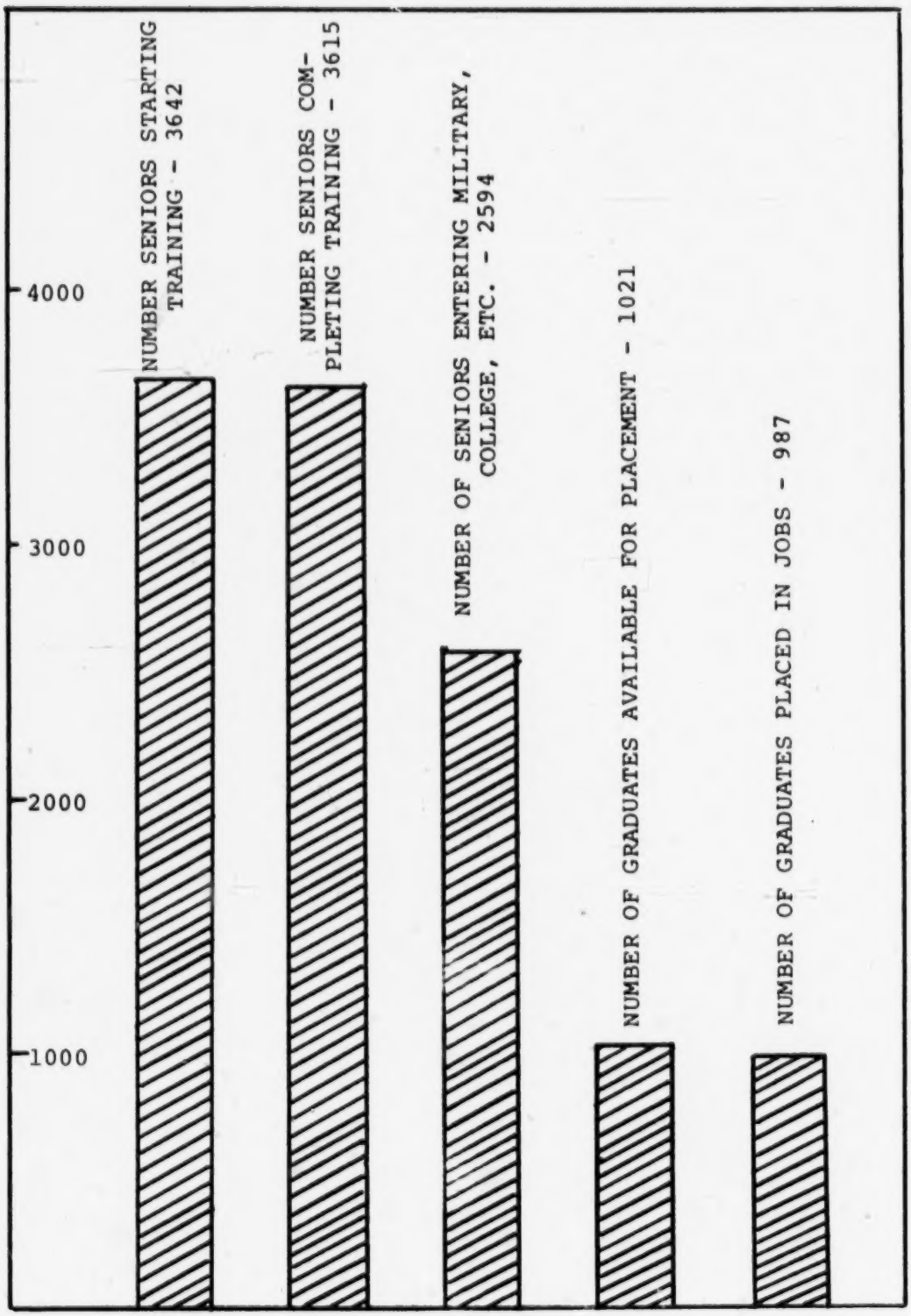
eighty-seven (987) or 25 per cent of the 3615 completing training were placed in jobs at the time of the State reporting period December 1969. It is inferred that of the 3615 who completed training, several would likely enter the armed services, self-employment, marriage, college, and become otherwise occupied, leaving only 1021 or 28 percent available for placement in jobs. Of the 1021 available for placement, a total of 987 or 96.6 per cent were placed in jobs. The placement of graduates available for jobs appears to be an above average placement record.

It may be noted further that 1059 disadvantaged individuals were given training through special education. These were among the total of 3642 starting training.

The number of full-time guidance counselors in the schools operating vocational programs was 137, resulting in a ratio of one counselor to 370 students. However, the time allotted to counseling of vocational students was not reported. It can be assumed, however, that the vocational student-guidance counselor ratio was the same as for the total student body; namely, 1:370. This is considered an unfavorable ratio.

Evaluation of Outcome

The percentage of students available for employment actually placed in jobs was 96.6 per cent for 1970 while the "1969 current status" and the "1970 outcomes sought" were nearly identical (96 per cent). Placement of trainees available for work was better than estimated.


4000
3000
2000
1000
NUMBER SENIORS STARTING TRAINING - 3642
NUMBER SENIORS COMPLETING TRAINING - 3615
NUMBER OF SENIORS ENTERING MILITARY, COLLEGE, ETC. - 2594
NUMBER OF GRADUATES AVAILABLE FOR PLACEMENT - 1021
NUMBER OF GRADUATES PLACED IN JOBS - 987

2. NUMBER OF H. S. SENIORS ENROLLING, COMPLETING, AVAILABLE FOR PLACEMENT AND PLACED, 1969-70.

TABLE 6

(5.2-a, b, c) NUMBER OF SECONDARY STUDENTS AGE 15-24, ENROLLED IN POST-SECONDARY VOCATIONAL PROGRAMS. SCHOOL YEAR 1969-70

TYPE OF PROGRAM	No. Prog.	Number of Secondary Students Age 15-24 Enrolled	Per Cent Population Age 15-24 Enrolled in P.Sec. Programs	Number Post-Sec. (2 Year) Students Enrolled	Percent of Vocational Enrollment in Two Yr. Programs
Agriculture	2	66			
Bus. & Off.	4	158			
Dist. Ed.	0	0		Enroll-	
Home Econ.	0	0			
Health	8	300		ment	
Trade & Ind.	38	810		Data By	
Technical				Services	
Spec. Ed.- Disad.	0	-		Not Avail.	
Total	52	1334	1.13	(829)	62.0

State Population, age group 15-24 - 117,500* (Projected Estimate, 1970)

*Source: Handbook of Manpower Statistics for South Dakota, 1967, p. 4.

According to the Handbook of Manpower Statistics for South Dakota, 1967, there were estimated to be 117,500 persons in the age group 15-24. This is the age group generally considered eligible for enrollment in post-secondary vocational programs.

Table 6 indicates an enrollment of 1334 students who fall within this age group as being enrolled in post-secondary vocational programs. This approximates 1.13 per cent of the total eligible population. It must be recognized that many youth 15 years of age and over are still enrolled in high school, some of whom are pursuing vocational training. Therefore, it must not be assumed that only 1.13 per cent of the population age group 15-24 years is enrolled in any vocational programs.

It is further noted in Table 6 that of the total enrollment of 1,334 there are 829 students enrolled in a full two-year type of vocational program, indicating that 62 per cent of post-secondary vocational students are working toward higher level vocational training objectives. The means employed to collect these latter data do not indicate the specific type of programs in which the two year students are enrolled.

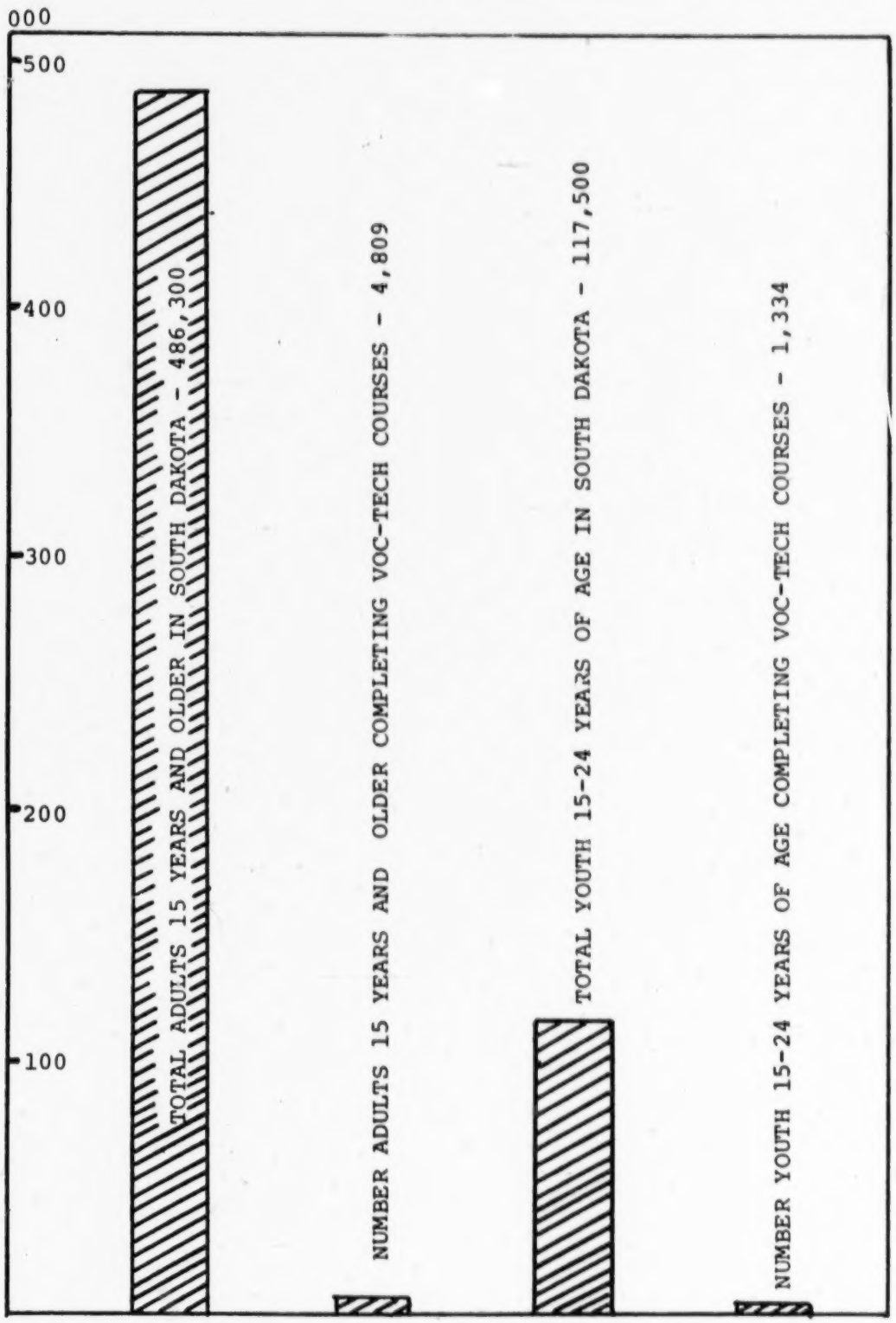
During the 1969-70 school year, enrollments were reported in the areas of Agriculture, Business and Office, Health and Trade-Technical training involving 52 different instructional programs. There were some classes for "gainful employment" of Home Economics students, but these enrollments were reported under the Trades and Industry service.

In terms of achievement during the school year 1969-70, the state fell far short of its anticipated enrollment of 3 per cent of the population age 15-24 in post-secondary vocational programs. Actual achievement was 1.13 per cent for the 1969-70 school year.

The state reporting forms for 1969-70 school year did not provide means of gathering information on the 1,334 students as to their vocational training at the secondary level. However, this aspect will be provided for in subsequent years' reporting forms.

Evaluation of Outcomes

The per cent of secondary vocational students going on to post-secondary training could not be ascertained as previously explained. Considering that there are 117,500 youth ages 15-24 (1970 estimate) in the State, the 1,334 enrolled in post-secondary programs is proportionally small. Considering the approximately 50 per cent of the high school graduates who terminate their formal education upon high school graduation, the high school dropouts and the early dropouts in college within this age bracket, a tremendous reservoir of potential post-secondary age students exists needing training in vocational-technical programs.


000
500
400
300
200
100
TOTAL ADULTS 15 YEARS AND OLDER IN SOUTH DAKOTA - 486,300
NUMBER ADULTS 15 YEARS AND OLDER COMPLETING VOC-TECH COURSES - 4,809
TOTAL YOUTH 15-24 YEARS OF AGE IN SOUTH DAKOTA - 117,500
NUMBER YOUTH 15-24 YEARS OF AGE COMPLETING VOC-TECH COURSES - 1,334

3. ADULTS 15 YEARS AND OVER ENROLLED, AND POST-SECONDARY YOUTH ENROLLED COMPARED TO STATE POPULATION, 1969-70.

TABLE 7

(5.2-d, f) NUMBER OF POST-SECONDARY VOCATIONAL STUDENTS STARTING AND COMPLETING TRAINING, AVAILABLE FOR WORK, PLACED IN JOBS FOLLOWING TRAINING, 1968-69

TYPE OF PROGRAM	Number of Post-Sec. Students Starting Training	Number Completing Training	Number Available For Placement Following Training	Number Actually Placed in Jobs Following Training	Per Cent of Students Placed On Jobs
Agriculture	0	0	0	0	
Bus. & Off.	64	41	37	35	
Dist. Ed.	0	0	0	0	
Home Econ. Wage Earner	14	13	4	4	
Health	255	255	235	230	
Trade & Ind.	377	276	181	165	
Technical	305	305	198	167	
Spec. Educ. Disadv.	(All enrollments included under secondary)				
Total	1015	890	655	601	92.0

II. Number of guidance counselors working with above students: Full-time - 4; part-time - 8 (9 [F.T.E.] or 1:148 ratio.

Table 7 gives the number of students starting training and completing training, for the 1968-69 school year as well as the number subsequently available for employment and actually employed. During this period, all vocational services enrolled 1,015 post-secondary students. Eight-hundred ninety (890) or 88 per cent of those enrolled completed training. Of the 890 graduates, 655 or 74 per cent were available for employment. Of the 655 available for employment, 601 or 92 per cent were actually placed on the job.

Table 7 also indicates no post-secondary student enrollments in Agriculture, Distributive Education, or Special Education (disadvantaged or handicapped) in the 1968-69 report. The 1970 annual report revealed 506 students in Special Education. The

final report covering 1969-70 placements will not be available until November 1970.

Eight hundred and thirty six (836) of the graduates were from the Trade, Technical and Health Occupations while Business and Office Occupations and Home Economics accounted for the remaining 54 students.

There were eight full-time and four part-time counselors or nine* full-time equivalent counselors resulting in a ratio of one counselor to every 148 post-secondary students entering training. This is considered a very favorable ratio for effective counseling.

Evaluation of Outcomes

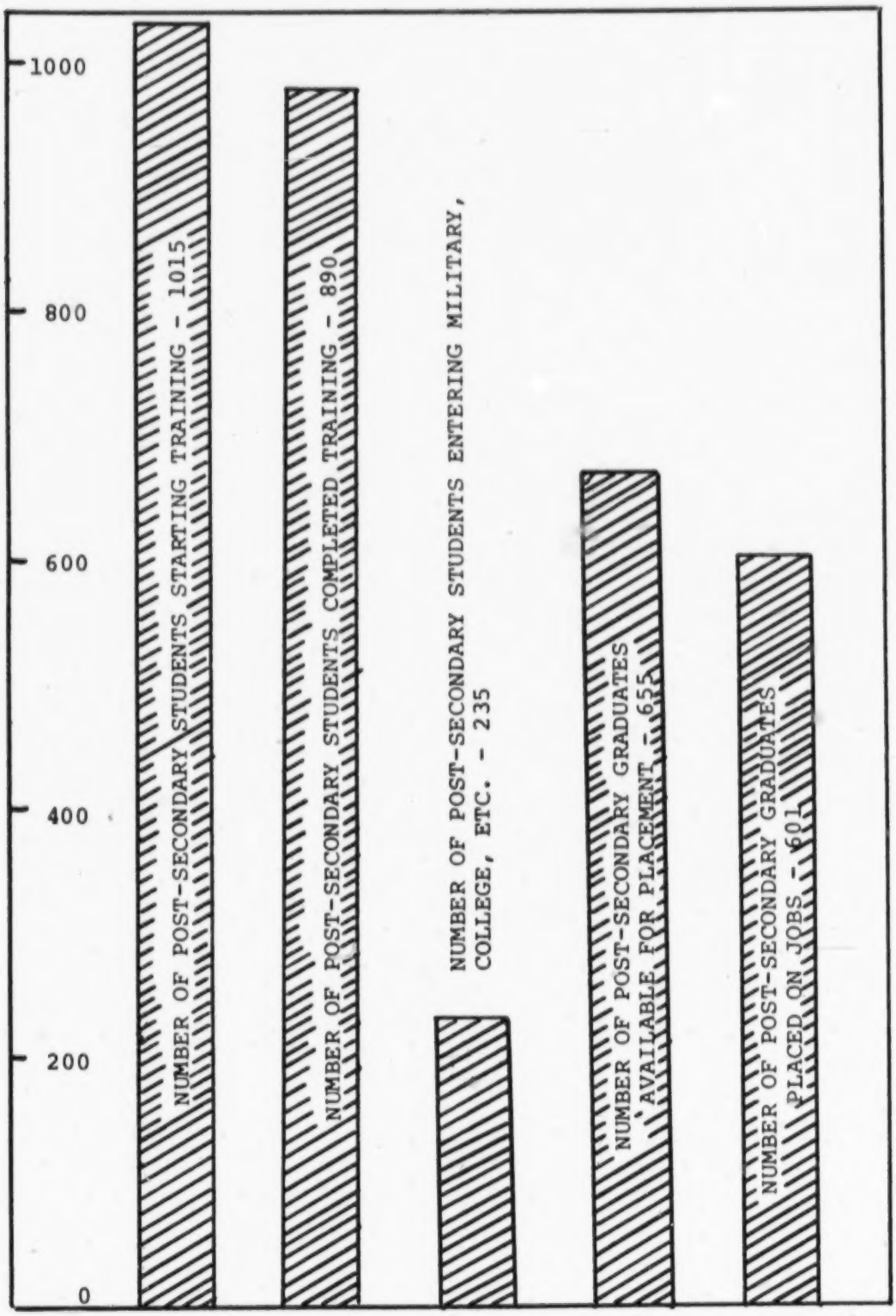
A comparison of the 1969 "current status" and the 1970 "actual outcome" relative to the percentage of post-secondary students, available for work, placed in jobs was 80 and 92 per cent, respectively. The "1970 projected outcome" percentage was estimated as 80.

Thus, the "actual outcome" exceeded, by 12 per cent, the "1969 current status" and "1970 projected outcome" data established. This represents a highly favorable placement rate.

The number of instructional programs in emerging occupations for the "1970 actual outcome" was not reported.

---

*Data furnished by Guidance and Counseling Division of South Dakota State Department of Education.


1000
800
600
400
200
0
NUMBER OF POST-SECONDARY STUDENTS STARTING TRAINING - 1015
NUMBER OF POST-SECONDARY STUDENTS COMPLETED TRAINING - 890
NUMBER OF POST-SECONDARY STUDENTS ENTERING MILITARY, COLLEGE, ETC. - 235
NUMBER OF POST-SECONDARY GRADUATES AVAILABLE FOR PLACEMENT - 655
NUMBER OF POST-SECONDARY GRADUATES PLACED ON JOBS - 601

4. NUMBER OF POST-SECONDARY PERSONS ENROLLING, COMPLETING, AVAILABLE FOR PLACEMENT AND PLACED, 1969-70.

TABLE 8

A COMPARISON OF ESTIMATED AND ACTUAL NUMBER OF POST-SECONDARY VOCATIONAL STUDENTS ENROLLED BY SERVICES (ALL PROGRAMS), 1969-70

TYPE OF PROGRAM	Number of Post-Secondary Students Estimated Starting Training Reported November 1969	Actual Enrollment Reported June 1970
Agriculture	0	66
Business & Off.	41	158
Dist. Education	0	0
Home Economics Wage Earner	13	0
Health	255	300
Trade & Ind.	276	[810
Technical	305	
Coop. Educ.		(19)
Total	890	1334

Table 8 shows a comparison between the estimated number of post-secondary students starting training in the fall of 1969 and the actual enrollment of post-secondary students during the 1969-70 school year. It is noted that an enrollment of 890 was anticipated, while 1,334 were actually enrolled. This is a worthy achievement; however, based on the State's population in this age group (15-24), it appears that a far greater increase is needed.

Much expansion should take place in all services, but especially in the three services of Agriculture, Home Economics, and Distributive Education. Twenty-three and eight-tenths per cent (23.8%) of the civilian work force is in Agriculture, yet the post-secondary program has few trainees in this area.

It is obvious when considering the number of high school graduates who will not enter college, and the backlog of school dropouts that much additional training is needed at the Post-Secondary level.

Evaluation of Outcome

One and thirteen hundreths (1.13) per cent (for the "1970 actual outcome") of the population 15-24 years of age were enrolled during the 1969-70 school year in Post-Secondary Vocational programs. This percentage versus the "1970 outcome sought" of 3 per cent was a low achievement. Service to this group should increase at a more rapid rate with the development of the area vocational schools in the state.

TABLE 9

(5.3-a, b, c, d) NUMBER OF ADULT STUDENTS 15 YEARS OF AGE AND OVER ENROLLED IN ADULT VOCATIONAL EDUCATION PROGRAMS. 1969-70

Type of Program	No. of Programs		Number of Adult Vocational Students 15 Years of Age and Over Enrolled			
	New	Traditional	Number (Est.) Starting Training	Number (1970) Completing Training	Per Cent of State Population Age Group in Training	Number Completing Training
Agriculture	NOT REPORTED	37	1950	1386	NOT REPORTED	NOT REPORTED
Bus. and Off.		50	1805	1039		
Dist. Educ.		7	500	131		
Home Econ.		48	810	705		
Health		0	0	0		
Trade & Ind.		56	2000	1171		
Technical			470	377		
Total		198	7535*	4809	.98	

*Total taken from Nov. 10, 1969, O.E. 4948 Summary of Enrollments by services.

Note: State Population Age 15 or Above = 486,300 (1970 projected estimate). Handbook Manpower Statistics For South Dakota, Bul. 94, 1967.

It may be seen in Table 9 that 4,809 adult students 15 years of age and above completed training in all types of programs for all services during the 1969-70 school year reporting period. Training in Trade-Technical programs accounted for 1,548 of the enrollees completing with 121 apprentices included in this number. Agriculture accounted for 1,386, Business and Office 1,039, Home Economics 705, and Distributive Education 131 enrollees, respectively. No adult enrollments were reported in Health occupations. It is assumed that adult enrollments will emerge in the Health occupations as this program, now in its infancy, develops.

It is evident that adult education programs at the secondary, post-secondary, and adult levels have need for marked expansion if it is to serve the adult population of the state. The rapid rate of technological change in all occupations necessitates training and retraining of adults if they are to keep apace.

Evaluation of Outcomes

No evaluation of "1970 outcomes" can be made since data needed are not available. The only significant fact that is obvious in data furnished is that slightly less than one per cent of the adult population in the 15 year and over age group was credited with completing an adult vocational education program during the 1969-70 school year.

TABLE 10

NUMBER OF ADULT VOCATIONAL STUDENTS (ALL SERVICES) ENROLLED IN THE FIVE AREA VOCATIONAL-TECHNICAL SCHOOLS, 1969-70 (ADULT STUDENTS 15 YEARS OF AGE AND OVER)

LOCATION OF AREA SCHOOL	URBAN ENROLLMENT	RURAL ENROLLMENT	TOTAL ENROLLMENT
Mitchell	70	36	106
So. St. College	0	180	180
Rapid City	410	33	443
Sioux Falls	727	104	831
Watertown	124	77	201
Total	1331	430	1761

Table 10 shows the adult vocational-technical students enrolled only in the five (5) area vocational-technical schools during the 1969-70 school year. They are categorized as urban or rural students.

There were 1761 total student enrollments of which 1331 or 76 per cent were classified as urban and 430 or 24 per cent as rural. While these data do not reflect a balance of urban and rural enrollments, a possible explanation may be due to some actual rural students indicating their temporary urban address as their permanent residence while attending school.

Evaluation of Outcomes

No figures or percentages were identified in the State Plan objectives for Area Vocational Schools independent of the total enrollment. The number of adults served in vocational-technical education is small in relation to the total adult population in South Dakota. It is expected that as individuals become more aware of the training opportunities, enrollments will increase markedly.

TABLE 11

(5.4-a, b, c, d) NUMBER OF DISADVANTAGED PERSONS ENROLLED IN VOCATIONAL EDUCATION BY PROGRAMS, 1969-70

Program	Estimated 1970 Enrollment	Actual 1970 Enrollment
Secondary	1100	1156
Post-Secondary	200	364
Adult	150	112
Total	1450	1632
NUMBER OF PROGRAMS AND STUDENT PLACEMENT IN PROGRAMS FOR DISADVANTAGED		
Number of Instructional Programs	13	29
Number of Students in Coop. Programs	250	306
Number of Students in Work-Study Programs	20	0

Table 11 provides information concerning program level, enrollments, number of programs and cooperative program enrollments of disadvantaged persons as well as a comparison between the "1970 projected outcomes sought" and the actual "1970 outcomes" achieved. These statistical data were for the 1969-70 school year. The "1970 outcomes sought" enrollments, as estimated, were surpassed at the secondary level by 56 enrollees and by 164 at the post-secondary level.

An estimated 150 adult disadvantaged persons were expected to be enrolled in training in 1969-70 but only 112 actually were. Fifty-six more disadvantaged persons were enrolled at the secondary program level than estimated for 1969-70.

While there were 29 programs operated for the disadvantaged, the enrollment in these 29 programs was not limited solely to this group since they were all actually enrolled in 29 regular vocational programs. This was 16 more programs in which the disadvantaged were served in 1969-70 than the estimate of 13.

Of the 1622 disadvantaged persons actually enrolled in programs, 306 students were enrolled in cooperative type programs which was 56 more than the 250 estimated.

No work-study programs were offered since funds were not approved until the latter part of the 1969-70 school year. One program was established late in this school year but no report on enrollment was available.

The evidence is clear that the State's goals have been exceeded except in the number of disadvantaged adults to be served for the 1969-70 school year. It is evident that some of the needs of the disadvantaged persons can be met through regular vocational-technical programs. However, for others, separate, specially designed programs are necessary.

Since there was a 1970 estimated number of 50,549 disadvantaged persons (all ages) in South Dakota, the 1622 trained is a small portion of the total. It becomes evident that the large majority of the disadvantaged population cannot be adequately served by the regular vocational courses and that special classes should be organized where feasible. It is recognized that a large number of the 50,549 are being provided training through other agencies and organizations such as the Bureau of Indian Affairs, Rehabilitation Services, Gateway, etc. However, the challenge exists to more adequately serve the needs of this group through expanded vocational-technical training programs.

---

*South Dakota State Plan - Vocational-Technical Education, 1969, Part II, p. 20.

Evaluation of Outcomes

The 1970 estimate shows 50,549 disadvantaged persons in South Dakota. The "1969 current status" indicated that six-tenths (.6) of one per cent of the State's disadvantaged would be served through secondary vocational-technical programs. The "1970 projected outcome" goal was set at 1.1 per cent to be served. The "1970 actual outcome" was found to be 2.27 per cent served. Relative to the post-secondary program, the "1969 current status" was established at .06 per cent of the State's disadvantaged to be served. The "1970 outcomes sought" was established at .12 per cent. The "1970 actual outcome" was .72 per cent. Therefore, the goal was exceeded by .60 of one per cent. Referring to the adult objective, "1969 current status" was established at 0 per cent, the "1970 projected outcomes sought" at .05 per cent. The "1970 actual outcome" achieved was .22 of one per cent of the State's disadvantaged served through vocational-technical education. Therefore, the actual accomplishment exceeded the outcome sought by .17 of one per cent.

The discrepancy between the percentage gain from .05 to .22 per cent and the population enrollment comparisons of 150 sought versus 112 achieved is due to the difference in the base population figure used for total disadvantaged for each of the two periods.

In reference to the number of instructional programs to be operated for the disadvantaged population, "1969 current status" was set at four programs, the "1970 outcomes sought" at 13, and the "actual 1970 outcomes" achieved was 29. Thus, there was an over-achievement of 16 programs in which the disadvantaged were served. This constitutes excellent progress in this area.

The number of disadvantaged students enrolled in cooperative programs as indicated for the "1969 current status" was 80, the "1970 outcomes sought" 250, and "1970 actual outcomes" achieved 306, respectively. The goal was exceeded by a considerable margin in serving this group.

TABLE 12

(5.5-a, b, c, d) NUMBER OF HANDICAPPED PERSONS ENROLLED IN VOCATIONAL EDUCATION BY PROGRAMS, 1969-70

Program	1969-70 Estimated Enrollment	1969-70 Actual Enrollment
Secondary	45	223
Post-Secondary	54	142
Adult	20	0
Total	119	365

NUMBER OF PROGRAMS AND STUDENT PLACEMENT IN PROGRAMS FOR HANDICAPPED		
Number Instructional Programs	1	21
Number Students in Cooperative Education	0	34
Number Students in Work-Study Programs	0	0

The total 1970 estimated number of handicapped persons in South Dakota was 62,200, as reported in the 1969 South Dakota State Plan for Vocational-Technical Education.

Table 12 presents the number of handicapped persons actually enrolled (365 of 62,200 handicapped or .58 per cent) in vocational education programs for the 1969-70 school year compared with the 1970 estimated enrollment of 119 persons. It can be seen that the actual enrollment of 223 handicapped persons at the secondary level exceeded the estimated number of 45 by 178. At the post-secondary level, actual enrollment of 142 compared with an estimated number of 54 exceeded expectations by 88 enrollees. While these data indicate a significant increase, the number enrolled is small considering the 62,200 estimated handicapped persons needing assistance in South Dakota. It must be recognized that while other agencies and organizations are also serving the handicapped, a great challenge faces the State's vocational-technical personnel in the future to increase training programs to serve this group more adequately.

It may be further noted from Table 12 that there were 21 programs offering training for the handicapped during the 1969-70 school year serving the foregoing enrollments.

Thirty-four students (34) were enrolled in cooperative education programs during the same period 1969-70. No enrollments were reported in work-study programs during the same period, although one work-study program became operative late in the 1969-70 fiscal year.

There were no programs designed where the enrollments were comprised solely of handicapped persons since they were served through the regular instructional programs. It is recognized that special training programs designed specifically for certain types of handicaps is necessary among this group. Consideration should be given to the establishment of such programs.

Evaluation of Outcomes

Based on 62,200* estimated 1970 handicapped persons in the State, vocational education enrolled 365 or .58 per cent of the total. Two hundred twenty-three (223) were secondary students and 142 were post-secondary students. No adults were enrolled. The 365 enrolled in 1970 is 9 times the number enrolled in 1969. In spite of the increase the number enrolled in 1970 is small compared to the total needing training.

TABLE 13

(5.64-a, b, c, d) NUMBER OF CONSUMER AND HOMEMAKING PROGRAMS SERVING YOUTH AND ADULTS

Types of Programs	Number of Programs	Enrollment
1. Programs Serving Youth in Economically Depressed Areas.	10	616
2. Programs Serving Adults in Economically Depressed Areas	0	0
3. Programs Serving Youth Where Program Emphasis is on "Consumer Education."	103**	7338

*S. D. State Plan Vocational-Technical Educ. 1969, Part II, p. 20.

**A high school where a reimbursed homemaking program is offered, regardless of the number of classes, is considered to be one program.

TABLE 13 (continued)

Type of Programs	Number of Programs	Enrollment
4. Programs Serving Adults Where Program Emphasis is On "Consumer Education."	18	309

The Consumer and Homemaking Education program enrolls more secondary school students than any other of the vocational services. Assistance from the Home Economics Division of the State Board of Vocational-Technical Education is given to 147 public schools and 19 non-public schools involving a total of 227 teachers. This report, and accompanying Table 13, concerns itself with only reimbursed programs.

The number of reimbursed programs serving youth where the emphasis is on "consumer education" was 103 for the school year 1969-70. (For this purpose, a "program" is interpreted as a school.) To be approved, a program must offer a maximum of three years of Homemaking, at least two of which must be beyond the 8th grade level.

The enrollment in the 103 Homemaking programs totals 10,203 students, which includes 7,338 in grades 9-12 and 2,865 in grades 7 and 8. According to the Summary Report for 1969-70 prepared by the Home Economics Division of the State Board, there are 16,110 girls in grades 9-12 in high schools where approved vocational homemaking classes are conducted. Based on this figure, 45.5 per cent of the high school girls in the 103 high schools reported were enrolled in consumer homemaking education classes.

In Table 13 it is noted that 10 Consumer and Homemaking programs served youth in economically depressed areas in which a total of 616 persons were enrolled. Of this number, 589 were female and 27 were male.

There were no programs reported as serving adults in economically depressed areas. Although there were some adult programs conducted in the State, none were located in areas identified as "depressed" according to the map, 2.1, page 7, Part II, State Plan for Vocational-Technical Education, 1969. Failure to achieve a "projected 1970 outcome" of four programs for adults in economically depressed areas is attributable to the fact that areas identified as "depressed" and those in which adult homemaking programs are conducted, do not coincide.

Table 13 indicates 18 programs in 1969-70 serving adults where programs emphasized "consumer education." Twenty-two (22) such programs were conducted during the 1968-69 school year and 32 were projected for 1969-70. The actual outcome of only 18 programs with an enrollment of 309 students as explained by the Homemaking Staff of the State Division of Homemaking, is due to three factors: (1) a lack of teacher education emphasis on adult education; (2) an increasing number of Extension Service offerings in adult education for homemakers; and (3) more women working in full-time employment.

Evaluation of Outcomes

Evaluation of outcomes for consumer and homemaking education relative to the number of programs serving youth in economically depressed areas showed "current status, 1969," as nine programs, "1970 projected outcome" set as 10, and "1970 actual outcome" achieved as 10 programs operated. Thus the 1970 achievement equaled the goals set. This represents a gain of 10 per cent in number of programs operated in 1970 over the 1968-69 school year.

The number of programs serving adults in economically depressed areas for "1969 current status" was two. The "1970 outcome sought" was four. However, the "1970 actual outcome" saw no programs operated; thus, no measurement of progress was possible.

Relative to the number of programs serving youth in which the emphasis was on consumer education indicated the "1969 current status" as being 103, "1970 projected outcome sought" 104, and "actual outcomes" achieved for 1970 as being 103 programs conducted.

The number of programs serving adults in which consumer education was emphasized revealed the "1969 current status" as being 22 programs, the "1970 projected outcomes sought" as being 32, and the "1970 actual outcome" was 30 programs conducted - a substantial increase over the "1969 current status" but slightly short of the "1970 outcomes sought."

TABLE 14

5.65(a, b, c, d, e, f) EXTENT OF PARTICIPATION OF SCHOOLS AND EMPLOYERS IN COOPERATIVE EDUCATION PROGRAMS BY SERVICES, 1969-70

Kind & Number of Programs	Enrollments in all Services	No. of Secondary Schools Offering Programs	Enrollments in Secondary Schools	No. of Post-Secondary Programs	Enrollments in Post-Secondary Schools	No. of Employers
Agric. 13	102	13	102	0	0	89
Dist. Ed. 26	710	26	710	0	0	570
Office Ed. 3	59	3	59	0	0	56
Health Occu. 1	19	0	0	1	19	19
Total 43	890	42	871	1	19	734

(The per cent of vocational secondary and post-secondary students enrolled in cooperative education programs is 6.98 and 1.4, respectively.)

Table 14 represents the number of programs, enrollments, schools, and employers involved in cooperative education.

Forty-two (42) programs were conducted with a total enrollment of 890 persons. The secondary programs accounted for 42 of the 43 programs and 871 of the 890 enrollments.

All cooperative programs were offered within four of the various services; namely, Agriculture, Distributive Education, Office Education, and Health Occupations.

The cooperative student enrollment was 6.98 per cent of the total secondary vocational student enrollment and the cooperative post-secondary enrollment was 1.4 per cent of the post-secondary vocational enrollment.

A total of 734 employers were involved in the training of cooperative students, an average of approximately 1.2 students per employer.

Evaluation of Outcomes

South Dakota increased the number of persons enrolled in cooperative programs to 809 in 1970. The number of programs increased from 29 in 1969 to 43 in 1970, but percentage-wise, there was no change in the number of secondary vocational students enrolled in cooperative education programs. There was a drop in the number and per cent of post-secondary programs.

TABLE 15

NUMBER OF PROGRAMS, ENROLLMENTS, AND COMPLETIONS IN THE STATE MANPOWER DEVELOPMENT AND TRAINING PROGRAM FOR 1970

School	No. of Programs	Funded	Enrolled	Dropped	On-going	Completed
Black Hills	3	33	33	8	11	14
Lake Area	6	52	50	5	39	6
Mitchell	6	81	75	10	51	14
Sioux Falls	5	42	35	4	23	8
Pierre	2	9	9	2	7	0
Total	22	217	202	29	131	42

Relative to Manpower Development Training, South Dakota received funds for 217 trainees. Two-hundred two (202) were enrolled. Twenty-nine (29) dropped, 131 were still in classes and 42 completed training at the time of the June 1970 reporting period.

There were 22 programs in six locations. A number of individual referrals were made to on-going programs.

SECTION II

PART A

AREA VOCATIONAL-TECHNICAL SCHOOLS

INTRODUCTION

South Dakota has created a state-wide system of area vocational-technical schools. The authority for this system was State legislation enacted in 1965. To implement the legislation, the State Board of Vocational Education has defined six geographic areas, which collectively encompass all counties of the State. In each of these an area vocational-technical school has been or will be constructed. As of July 1, 1970, five of the six area schools have been constructed. The sixth area is still conducting studies to determine the most feasible location for its facility. In addition to the six areas defined and designated for area vocational-technical schools, one State college has been designated.

The purpose of the area vocational-technical schools is to provide a means through which high quality vocational education programs will be made readily available to all persons of all ages of all communities of the State, which will be realistic in light of actual or anticipated opportunities for gainful employment and which are suited to their needs, interests and abilities to benefit from such training.

As a part of the state-wide evaluation of the vocational-technical program, a critical look was taken at the area schools to determine how effectively they are fulfilling their purpose. To accomplish this aspect of the evaluation a visit by two members of the consultant staff was made to the area schools at Mitchell, Sioux Falls, Watertown, Rapid City, and to the Technical Training Division of Southern State College in Springfield. Specific aspects of each school that were examined included administration, curriculum, instruction, student factors, advisory committees and physical plant. The evaluation of the area vocational-technical schools is limited to these six factors and in terms of "findings" and "recommendations."

In fairness to the people of the State of South Dakota and to the State leadership of the vocational-technical program, a genuine tribute must be paid for the vision and commitment evidenced through the system of area schools to improve and extend vocational education opportunities over the State. Many

states with far greater resources and considerably fewer obstacles cannot equal the achievement of South Dakota in the growth of its vocational-technical education program.

This evaluation takes into consideration the many extenuating circumstances attendant to the evolvement of the system and to the matters of expediency that had to be dealt with in the early stages of its development. Any criticisms implied in the findings and recommendations are intended to be constructive and are made in the spirit that continued improvement of the program of vocational education might accrue to the people of the State through the area schools.

OBSERVATIONS AND FINDINGS

Administration

1. The secondary school district in which each of the area schools is located, except at Southern State College, has been designated by the State Board of Vocational Education as the administrative unit. The local district superintendent of schools is the chief administrative officer. This kind of designation and administration is within the definition of the term "area vocational education school" as set forth in the Vocational Education Amendments Act of 1968.

2. The Director of the area vocational-technical school, and all the staff, are employed by the local board of education and work under the jurisdiction of that board and its chief administrative officer.

3. In one of the area schools there was found to be so much administrative segmentation that a breakdown in coordination and communication among administrative personnel had occurred. Decision-making functions had deteriorated and frustrations and uncertainties were in much evidence among instructional staff. A damaging friction had developed within the administration due to the conflict of major interests among those serving the local district's secondary school needs and those with the broader concern of serving total vocational needs of an area school.

In another school the dichotomical nature of the program -- a division for the local high school and another for the area school concept -- has definitely mitigated against creative and progressive leadership on the part of the Director of the area school. He works under the Director of Curriculum of the High School to which the area school is attached.

In yet a third school, and one which appeared to have the strongest and best coordinated administration, much concern was expressed that the area school is in fact a local district school which serves as an area school for students primarily outside the district. Interest and willingness were expressed to change the school to a truly "area" one, financed on an area base and administered by a board representative of the area designated.

4. The nature of the designation and the make-up of the administration of each area vocational-technical school in reality makes it a local district school whose curricular offerings are available to any person of the State, but particularly to those in the geographic area defined by the State as being served by the particular area school.

5. Although the number of counties in each area to be served by an area school ranges from 5 to 18, yet there is no representation on the administrative board of the area school outside of the local district in which the school is located.

6. The local portion of the financial burden and responsibility for the area school is assumed by that local high school district in which the school is located.

7. The tuition rate is set by the State at $40.00 per month for full-time students who are residents of the State, except that secondary school students enrolled in vocational programs in the area schools pay no tuition. Generally, tuition charged for adult courses offered through the area schools is based on the nature and the length of the course.

8. In the brochure "Prepare For Your Future," issued by the Division of Vocational-Technical Education of the State, in which an area vocational school is defined, it states " . . . to serve high school students, high school graduates, out-of-school youth and adults in a single district or any combination of districts constituting the center's service area."

In reviewing the enrollments of the area schools in terms of the purpose set forth in the State's definition, it was found that the high school students of the local high school districts designated as area schools were being served, but high school students from outside of those districts were inadequately served. The out-of-school youth, again from within the districts were being adequately served, but potential members from beyond a reasonable commuting distance are being neglected. The adult group, to which the area schools have committed themselves, is in very little evidence and generally can be considered "an educational void."

9. The area schools of the State, other than Southern State College, provide no dormitory facilities, thus necessitating students to commute or find their own housing. In light of this fact and the great distances involved even within each of the designated areas, it would be feasible to expect that there would be satellite centers, extension centers, mobile instructional units, or other evidence that programs were being taken to the people in the distant communities of the service area. This was not the case.

10. Southern State College at Springfield is unique among the State's area vocational-technical schools. That Division of the College designated as an area vocational school is an integral part of the system of higher education of the State and is governed by the Board of Regents for Institutions of Higher Learning in South Dakota.

Enrollees in the Institute of Southern State College are required to be high school graduates or equivalent. The school operates on a semester basis and tuition is based on a "per unit" charge of $10.35 for residents and $22.50 for non-residents. (A normal full-time student load is 16 units.) Other fees, plus room, food and books, runs the approximate cost per semester (18 weeks) to $600.00 for residents and $800.00 for non-residents.

11. As a general observation, there is little evidence that local "administration" is engaged in a conscious program of public information and public relations that would generate and perpetuate genuine public understanding and support for area vocational-technical programs on an area-wide basis.

Curriculum

1. Each area school is required to conduct courses in at least five occupational areas. There is full compliance with the requirement and most of the schools exceed the minimum.

2. Since the population of the State is sparce and duplication of some of the more costly technical courses would be prohibitive, the State has encouraged each school to develop specialized courses that might not be offered in the other schools. The more common curricula are offered in each school.

3. Most curricula and course offerings are designed for the out-of-school youth preparing for entry into employment. (This is exclusive of the preponderance of high school exploratory or vocational programs conducted in most of the area vocational-technical school facilities.)

4. In general, there is a weakness in the curricular and course offerings for women, including the out-of-school girls who need training or retraining to become productively employed.

5. The general lack of concern for the older adult, either employed or temporarily unemployed, is evidenced by the lack of courses designed for and available to that group.

6. Little consideration is given to the needs of the disadvantaged and handicapped in the way of special curriculum development and special course offerings. Any such persons who might be enrolled are integrated with the regular students.

7. Most curricular offerings are for the traditional occupations and very little emphasis is given to "emerging occupations."

8. A serious effort is made to relate curricular offerings to the manpower needs of the community, State and nation, but current data and projections which are so essential have been extremely difficult to obtain.

9. There does not appear to be a definite plan or system for the periodic evaluation of curriculum and course content to assure its adequacy or currency. Although most schools recognize this need and believe that some evaluation does take place, they also admit to a rather haphazard approach and cannot define the specifics of this phase of the program.

10. In the one area school of the State where no local secondary school vocational programs are conducted in the area school facility, there was found to be broad and well planned curricular offerings, generally sufficient to meet the needs of the area served. There has been, however, a disappointing response from the local community in program enrollment.

Instruction

1. All instructors in the area schools are required to meet State Plan requirements for subject matter competency and professional preparation. In general, it was observed that the instructional staff is well selected, competent for their assignments and dedicated.

2. There was generally a lack of a systematic program of in-service teacher education and upgrading. In one area school the vocational-technical instructional staff is invited to meet with the secondary school instructional personnel whenever any in-service training programs are offered. Other schools achieve

some in-service training through staff meetings or through a limited amount of itinerant service from the State's Teacher Training Institutions.

3. Classroom (related) and laboratory instruction are well balanced in most of the area schools and generally there are well planned course outlines and lesson plans on file in the administrative office of the school. One exception was found to this latter procedure and there was attendant evidence that inadequate lesson planning was required.

4. The student-teacher ratio was found to be such that much individual instruction was possible, and a very fine rapport prevailed between staff and students.

5. There was a general absence of student progress charts and the only evidence of such progress was too often concealed in the instructor's grade or attendance book. Incentive for competitive performance among students was lacking.

6. There was considerable evidence of proper and adequate use of teaching and other audio-visual aids.

7. In view of the fact that approximately 24 per cent of the South Dakota work force is engaged in the agricultural industry, there is a most apparent lack of emphasis on courses designed to meet these needs.

Student Factors

1. Selection of students for the area vocational-technical schools, other than the local high school students who participate, is primarily a matter of "walk-in" enrollment. Recruitment, per se, is not commonly practiced by the area schools; however, the schools do participate in high school career-day programs and their representatives are available to local high schools upon request. Brochures describing the area school's programs and other facts concerning it are widely distributed.

2. Students 16 years of age and over are eligible for enrollment in area schools. Some courses require high school graduation or a GED equivalency. Testing services are available and may be administered if requested by the student or if felt necessary for the proper placement of a student in a training program.

3. Guidance and counseling services, of a sort, are available to students, but admittedly are quite incidental rather than being a planned and designed part of each student's program.

Pre-enrollment counseling is done by the high school guidance personnel who may lack qualifications as a vocational counselor. Generally, the area vocational-technical school staff does not include a trained vocational counselor.

4. Student housing is not provided by the area schools, except at Southern State College, but assistance is given students who must arrange for their own housing. Assistance is also given students who are eligible for and desire student government loans.

5. Student activities, clubs and organizations are encouraged and given sponsorship by the schools. These contribute to good student morale and frequently serve to supplement instruction.

6. Job placement upon graduation or course completion is largely a matter of personal effort by the student but is given some assistance by the school. Records of placement are available.

7. Very little follow-up of graduates is done to determine employment success, employee satisfaction, student reaction to training received or the other factors that might serve as some of the guidelines for program evaluation.

Advisory Committees

1. It is a general practice for each area vocational-technical school to have a broadly representative, over-all advisory committee. These committees tend to function as an administrative aid, concerned primarily with matters of finance, facilities, staffing, etc. In some instances, certain members of the "overall" advisory committee are functioning in an advisory capacity as a craft representative for a particular curriculum or course.

2. The use of organized craft committees is a very "sketchy" practice. The desirability of separate craft committees is acknowledged and it is the expressed intent by the schools to organize them where they do not exist.

3. In some schools minutes of advisory committee meetings are not made available to the chief administrator of the school, if, in fact, such minutes do exist.

4. The infrequency of the advisory committee meetings is a matter of concern to the consultants. A common practice seemed to be

one meeting a year of the full committee plus some individual member contact when problems arise. (There are many inherent dangers in this practice which could ultimately destroy the fundamental concept and values of advisory committees where decision by concensus is so imperative.)

5. Some area schools purport to use advisory committees for curriculum and course content review and revision - a very commendable practice if the committees are representative of the crafts and if their recommendations are implemented.

Physical Plant

1. One of the strongest features of the State's system of area vocational-technical schools is the quality of physical facilities that have been provided. Excellent State leadership is evidenced in the compatibility of facilities with programs of instruction conducted in them.

2. Utility and flexibility are characteristic of the facilities visited at Mitchell, Sioux Falls, Watertown, and Rapid City. Vision and foresight were exercised in planning and construction which provide for simple modifications as well as for major expansion if and when necessary.

3. Some very crowded conditions were observed in one of the area schools as a result of heavy utilization of the facility by the local secondary school students during the same time the post-secondary students were scheduled in the facility. Confusion, frustration, and ineffective teaching resulted.

4. Housekeeping - general cleanliness - was observed to be very good with the exception of a few isolated instances. The storage and temporary disposal of shop and laboratory supplies and materials had not been adequately provided for in some facilities, resulting in "cluttering" and loss of valuable instructional space. (The Mitchell area school found it necessary to build special space to alleviate this condition.)

5. Safety factors have generally been given close attention, as have factors of general health, including lighting, ventilation, and sanitation.

PART B

STATE-LEVEL ADMINISTRATION AND SUPERVISION

There is a direct correlation between the quality and scope of vocational-technical education in local schools and the effectiveness of state agency leadership, service, and administration. To better understand this relationship and its implications for growth and improvement of vocational-technical education in the State of South Dakota, it is important that an assessment of the agency, the State Division of Vocational and Technical Education, be made.

The activities of the State Vocational-Technical Division depend partly upon the laws, rules, regulations, and policies which are in effect; but there are other factors which affect performance. There are many individuals and members of other agencies that interact with or are clients of the State Vocational-Technical Division. The manner in which these persons view the Division - both from the standpoint of what they expect from it and how they actually perceive it - is an important factor in the degree of effectiveness with which the Division performs. The significance of these concepts and perceptions could well justify a thorough study of administrative aspects of vocational-technical education in the State.

In dealing with the State-level administration and supervision activities, this phase of the current evaluation will consider only the dual role of leadership and regulatory functions of the Division in relationship to the program objectives. Even this cannot be considered an in-depth study since the findings are limited to an internal analysis and based on information and observations related to the projections and actual outcomes of the program objectives as outlined in the State Plan.

OBSERVATIONS AND FINDINGS

The following is pertinent to the state administrative structure and activities:

1. The State Board of Vocational Education consists of seven members appointed by the Governor and is the sole agency responsible for the administration of the State Plan for Vocational Education in the State of South Dakota.

2. The State Director is appointed by the Governor upon the recommendation of the Board, and is Executive Officer of the Board. The Executive Officer is the chief administrative officer for all vocational education activities. He is a fully

qualified vocational educator through formal educational preparation and occupational experience.

3. A State Advisory Council of 18 members, appointed by the Governor, has been established to advise the State Board, to evaluate the State's vocational education program, to prepare and submit an annual evaluation report and to disseminate information.

4. The administrative and supervisory staff of the Division consists of one part-time and seven full-time professionals plus a fiscal officer and a supporting secretarial and clerical staff.

5. The Division of Vocational-Technical Education consists of eight major vocational service areas; namely:

Agriculture (1)
Business Education (1)
Distributive Education (1)
Home Economics (1-1/2)
Health Occupations (0)
Trade and Industrial (0)
Technical Education (0)
Manpower Development and Training (MDTA) (1)

The number of professional persons assigned to each of the service areas is indicated above by the parenthetic figure following each. The Director and Assistant Director share duties and responsibilities attendant to the areas of Health Occupations, Trade and Industrial, and Technical Education in addition to over-all administrative responsibilities.

6. As a part of the evaluation process, the State supervisory and administrative staff members were asked to (1) identify areas of supervision in their particular service fields in need of strengthening, modification, and/or expansion; and (2) to identify those areas of general supervision and administration in need of strengthening, modification, and/or expansion. Further, response was sought from the staff concerning how these changes can be accomplished.

The following areas, or aspects, of supervision were identified by the staff as being in need of strengthening, modification, and/or expansion:

a. More supervisory assistance to beginning vocational teachers.

b. Increased leadership training for vocational youth groups, such as the FFA.

c. Assist teachers obtain occupational experience in those vocational areas where such experience is required. (Especially proposed for teachers in the Office Education field.)

d. Develop guidelines for procedures for state office approval of local programs.

e. Step up efforts for all vocational teacher recruitment.

f. Increase state leadership through regional conferences with administrators and teachers, to consider any and all appropriate matters.

g. Provide specialized supervisory service in the field of Health Occupations.

h. Expand supervisory services in the areas of

(1) Curriculum development, procedures & materials
(2) Adult education
(3) Program evaluation
(4) Public information

i. Strengthen occupational programs in Home Economics.

j. Give more adequate supervision to teacher education.

k. Maintain closer total State vocational staff coordination.

In order to accomplish the improvements suggested in the foregoing, the following means were proposed by the staff:

a. In general, provide additional staff and additional money.

b. Provide orientation workshops for beginning teachers.

c. Develop and adapt criteria for establishing priorities for program approvals by State staff.

d. Affiliate all State vocational youth groups with a national counterpart.

e. Employ a supervisor for Health Occupations.

f. Reinstate radio and TV programs promoting understanding and desire for vocational-technical education.

g. Each staff member develop a more thorough acquaintance with overall State administrative and supervisory problems.

The staff response to request number (2), "Identify areas of general supervision and administration in need of strengthening, modification, and/or expansion," showed the following:

a. Reimbursement policies.

b. Program approval procedures.

c. In-service teacher training.

d. Counseling services.

e. Fiscal matters.

f. State staff coordination.

g. Intra-office communications.

Suggestions by staff members for improvement in the above areas included the following:

a. Establish definite reimbursement policies, publish these policies and abide by them.

b. Establish program approval procedures that will be followed by the State staff.

c. Provide for an increased amount of in-service teacher training on a systematic basis.

d. Strengthen counseling services to give special emphasis on vocational counseling.

e. Develop advance planning in fiscal matters with the involvement of supervisory staff.

f. Conduct in-service conferences for staff members on administrative and supervisory policies, procedures, and problems.

g. Communicate all policies and procedures by written directives and memoranda.

7. It is recognized that the State Board of Vocational Education is the policy-making body for the State's programs of vocational-technical education, and that its interest in and concern for the program in general acts as a strong influence on the effectiveness of administration and supervision. In a review of the minutes of the meetings of the State Board for the three immediate past fiscal year periods, it was noted that the Board met in four regular sessions and two special sessions in fiscal year 1968; six regular sessions in fiscal year 1969; and in four regular sessions in fiscal year 1970. Approximately one-half day is devoted to each meeting; however, the minutes indicated a variation from one hour to one day.

8. Much of the implementation of overall responsibility for State level administration and supervision depends upon the financial resources available. In reviewing the State appropriations for this purpose and also for reimbursements to local districts for the past three fiscal years and for fiscal 1971, the following was noted:

	State Appropriation			
	FY 1968	FY 1969	FY 1970	FY 1971
For Administration	$ 51,365	$ 58,900	$ 63,107	$ 77,945
For Financial Assistance to Local Schools (Reimb.)	$100,000	$100,000	$200,000	$400,000

It can be seen that while funds for assistance to approved programs in local schools increased by 100 per cent from fiscal 1968 to fiscal 1970, and by 400 per cent in fiscal 1971, appropriations for state administration were increased by 20.8 per cent and 51.7 per cent for the corresponding periods.

9. The quarters for housing the State staff for vocational-technical education, space-wise, is barely adequate at the present time. Any increase in professional, sub-professional, or clerical staff would require an expansion in floor area and offices needed to house the staff adequately. The present quarters are attractive, well appointed, and comfortable.

SECTION III

SUMMARY OF PERTINENT DATA, INFERENCES AND RECOMMENDATIONS

SUMMARY OF 1970 OUTCOMES SOUGHT AND ACHIEVED

5.1 Secondary

The following is a summary of secondary vocational-technical education data having a bearing on the evaluation process. The number of secondary vocational-technical education enrollments for 1969-70 was 12,727 or 25 per cent of the 50,720 secondary students enrolled in the public secondary schools of the State.

Concerning the "1970 outcomes sought" in which the goals set were equalled or exceeded were:

(5.1-a) 1. Percentage of secondary school students enrolled in vocational education, urban and rural

(5.1-d) 2. Percentage of students available for work, placed in jobs following training

(5.1-e) 3. Vocational education completion rate (per cent)

(5.1-f) 4. Vocational student - guidance counselor ratio

Concerning "1970 projected outcomes sought" in which the goals set were not equalled or for which no data were reported were:

(5.1-b) 1. Percentage of secondary school students entering post-secondary vocational programs (data not available)

(5.1-c) 2. Total number of instructional programs (no comparable data available)

5.2 Post-Secondary

The following is a summary of the outcomes relating to post-secondary vocational-technical programs having a bearing on the evaluation process.

The estimates as projected place the number of persons age 15-24 at 117,500. Of this number, 1,334 were enrolled in 52 post-secondary programs (all services). Ninety-two (92) per cent of those available for work were placed in jobs. Only 19 of the 1,334 enrollees were in cooperative education programs.

Considering the objectives for the post-secondary section on which the "actual 1970 outcomes" achieved equalled or exceeded the "1970 outcomes sought" were:

(5.2-c) 1. Number of instructional programs

(5.2-d) 2. Percentage of students, available for work, placed in jobs following training

Objectives in which the "1970 actual outcomes" achieved failed to meet the "1970 projected outcomes sought" were:

(5.2-a) 1. Percentage of population age 15-24 enrolled in post-secondary vocational education

(5.2-b) 2. Percentage of post-secondary (2 year) students enrolled in vocational education

(5.2-e) 3. Number of instructional programs for emerging occupations (not reported)

(5.2-f) 4. Vocational student-counselor ratio

5.3 Adult

The 1970 estimated adult population, 15 years of age and above, for South Dakota was projected to be 486,300. Of this number, 4,809 adults were being trained through 219 vocational-technical programs (all services).

Relative to the one objective established in which the "1970 actual outcomes" achieved equalled or exceeded the "1970 outcomes sought" was as follows:

(5.3-a) 1. Percentage of population age 15-24 enrolled in adult vocational education (both urban and rural students)

Concerning the objectives in which "1970 actual outcomes" achieved failed to meet the "1970 outcomes sought" were:

(5.3-b) 1. Total number of instructional programs

(5.3-c) 2. Number of new instructional programs (not reported)

(5.3-d) 3. Vocational education completion rate (not reported)

5.4 Disadvantaged

It is estimated that there are a total of 50,549 disadvantaged persons in South Dakota.

Concerning "1970 projected outcomes sought" and "1970 actual outcomes" achieved in which goals set were equalled or exceeded were as follows:

(5.4-a) 1. Percentage of disadvantaged population (by level) enrolled in vocational education

(5.4-b) 2. Number of instructional programs

(5.4-c) 3. Number of students enrolled in cooperative education programs

Relative to "1970 projected outcomes sought" and "1970 actual outcomes" in which goals set were not equalled or not reported were:

(5.4-d) 1. Number of students enrolled in work-study programs (data not available)

5.5 Handicapped

Statistics for 1970 indicated that there were 62,200 handicapped persons (all ages) in South Dakota. A total of 365 handicapped persons or .58 of one per cent of the total group were served through 21 instructional programs. Thirty-four were enrolled in cooperative education.

Objectives in which the "1970 actual outcomes" achieved equalled or exceeded the "1970 outcomes sought" were:

(5.5-a) 1. Percentage of handicapped population enrolled in vocational education at the secondary and post-secondary levels

(5.5-b) 2. Number of instructional programs

(5.5-c) 3. Number of students enrolled in cooperative education programs

Concerning the objectives in which the "1970 actual outcomes" achieved failed to meet the "1970 outcomes sought" were:

(5.5-a) 1. Percentage of handicapped adult population enrolled

(5.5-d) 2. Number of students enrolled in work-study programs

5.6 Special Programs

5.61 Research - A contract has been initiated between the South Dakota Division of Vocational Education and the Business Research Bureau, School of Business, University of South Dakota, dated May 15, 1970. Said contract covers a research project bearing on "manpower needs and opportunities in South Dakota." The contract extends through June 30, 1971.

The purposes of the research project(s) are to:

1. Determine manpower most needed in South Dakota

2. Determine job opportunities in South Dakota in various vocations based on findings

3. Assist with the planning of Vocational Education in South Dakota

The objectives for special programs in research in which "1970 actual outcomes" achieved equalled or exceeded the "1970 outcomes sought" were:

(5.6-a) 1. State labor market statistics

(5.6-b) 2. Vocational program evaluation

(5.6-d) 3. Special research projects

Relative to the objectives in which the "1970 outcomes achieved" fell short of the "1970 outcomes sought" were:

(5.6-c) 1. Determination of fiscal responsibility for funding vocational education and legislation needed (not reported)

5.62 Exemplary Programs - Funds for exemplary programs became available to the State on April 17, 1970. A proposal for a single project with State-wide implications was prepared

and submitted to the USOE for approval. Suggestions were offered by the USOE for strengthening the proposal. A revised and amended proposal was submitted and approval is assured. However, there will be no implementation of the exemplary program until after July 1, 1970.

The actual outcomes for all of the objectives relating to the exemplary programs were short of goals set for the "1970 outcomes sought" and were as follows:

(5.62-a) 1. Programs geared to disadvantaged and handicapped

(5.62-b) 2. Programs geared to needs of rural population

(5.62-c) 3. Programs geared to needs of persons living on Indian reservations

5.63 State Residential Vocational Schools - No residential schools are presently operated and none are planned at present.

The objectives for residential vocational schools in which no "1970 actual outcomes" were achieved and for which there were no "1970 outcomes sought" established were:

(5.63-a) 1. Number of schools

(5.63-b) 2. Number of students to be served

5.64 Consumer and Homemaking Education - The consumer and homemaking education program represents 7,338 of the total secondary vocational-technical education enrollments of 12,727 students.

Concerning "1970 outcomes sought" and "1970 actual outcomes" in which the goals set were equalled or exceeded were:

(5.64-a) 1. Number of programs serving youth in economically depressed areas

(5.64-c) 2. Number of programs serving youth
Number of programs emphasizing consumer education

Relative to the "1970 outcomes sought" and the "1970 actual outcomes" in which the goals set were not equalled or not reported were:

(5.64-b) 1. Number of programs serving adults in economically depressed areas

(5.64-d) 2. Number of programs serving adults
Number of such programs emphasizing consumer education

5.65 Cooperative Education - Concerning the scope of cooperative education for the 1969-70 school year, 890 or 6.98 per cent of the vocational students were enrolled in 43 programs, one of which was at the post-secondary level with 19 students enrolled in a Health Occupations program.

Seven hundred thirty-four (734) employers cooperated in this training program.

Relative to the objectives identified for cooperative education in which the "actual 1970 outcomes" achieved equalled or exceeded the "1970 outcomes sought" were:

(5.65-a) 1. Number of programs

(5.65-b) 2. Number of secondary schools offering programs

(5.65-c) 3. Number of post-secondary schools offering programs

4. Number of employers participating

Concerning the objectives where the "1970 actual outcomes" achieved failed to meet the goals set for the "1970 actual outcomes sought" were:

(5.65-e) 1. Percentage of secondary vocational students enrolled

2. Percentage of post-secondary students enrolled

5.66 Work Study - Federal funds authorized for work study were not appropriated until late in the fiscal year 1970. South Dakota was notified of the availability of its work study funds on April 17, 1970. One local program was approved and became operative prior to the close of the fiscal year. Other local schools are in the process of applying for work study funds, but it will be in fiscal 1971 before additional programs are implemented.

All of the objectives established for this section relative to "1970 outcomes sought" in relation to "actual 1970 outcomes" achieved were short of the goals set or not accomplished and were as follows:

(5.66-a) 1. Number of schools offering programs

(5.66-b) 2. Number of post-secondary schools offering programs

(5.66-c) 3. Percentage of secondary vocational students enrolled

(5.66-d) 4. Percentage of post-secondary vocational students enrolled

Summation

A total of 49 vocational objectives were established for the 1969-70 school year. Achievement equalled or exceeded the "outcomes sought" for 28 of these objectives. Achievements for the remaining 21 objectives failed to meet the goals set, or were not reported.

No attempt was made to evaluate the relative importance or priority status of the total number of vocational objectives established. However, it must be noted that some objectives placed in the group failing to meet the "1970 outcomes sought" were below the goal set by a very narrow margin.

Teacher Education

The following data, not appearing previously in tabular form or otherwise, are presented relative to teacher education in vocational-technical education in South Dakota. Some of the pertinent facts and information bearing on the 1969-70 college year are:

1. The duration of the student teaching period varied from 8-9 weeks for all vocational services.

2. The total number of college students reported for 1969-70 in teacher education (all services) by college level of attainment was sophomores - 132, juniors -110, and seniors - 109. There were 94 graduate students confined solely to Office Education. Distributive Education has no teacher education program for this service in South Dakota.

Assuming that there is little or no attrition among the sophomore group (132), the number of teachers qualified in the 1972-73 college year should be the largest during the mid-1970's.

3. The number of vocational teachers (all services) prepared and qualified to teach has risen steadily during the past three year period as follows: in 1967-68, there were 79 teachers, in 1968-69, there were 92 teachers, and in 1969-70, there were 115 teachers.

4. The number of qualified vocational teachers for 1969 (all services) placed in jobs in South Dakota numbered 38. Thirty-one (31) teachers were placed out-of-state.

5. Among the 1970 graduates qualified to teach, 109 were available for placement. Home Economics Education accounted for 50 of the total, followed by Trade and Industrial with 21, Agriculture with 20 and Business Education with 18.

6. There were seven research projects carried out by the teacher education staffs (all services) during the past three-year period, 1967-70.

7. Practice teaching centers were chosen jointly by the State Vocational Staff and the college teacher education staffs for three of the teacher education programs. One teacher education staff reported the centers were chosen by the college department head only. All institutions reported that the supervising teachers of the student teaching centers must have a minimum of three to five years of successful teaching experience plus some graduate work or other specific training for this responsibility.

8. Relative to the prerequisites for students to enter college teacher education programs, considerable variations were found among the four institutions' teacher education departments. However, all indicated occupational experience and health examinations as prerequisites. Two teacher education departments gave minimum scholastic grade point averages of 2.0 or better as prerequisites to entry.

9. No evaluation of adequacy of staff in teacher education or professional qualifications was made.

RECOMMENDATIONS FOR AREA VOCATIONAL-TECHNICAL SCHOOLS

Administration

Concerning the ADMINISTRATION aspect of the State-wide system of area vocational-technical schools, IT IS RECOMMENDED THAT:

1. The State Legislature of South Dakota by statutory action divide the State into six districts, or administrative units, covering collectively the entire sixty-seven (67) counties, for area vocational-technical schools, with the boundaries of the six (6) districts delineated by the State Board of Vocational Education.

2. Statutory provision be made requiring that, in each district, an Area Vocational-Technical School Board be established with at least the following characteristics:

   (a) Each Board will consist of nine (9) members to be elected at large on a non-partisan ballot, each member to serve three (3) year terms, with three (3) members being elected every three (3) years, and eligible for re-election.

   (b) Each county shall be represented by an elected member except that in a district with more than nine (9) counties, a plan of rotation shall be worked out so that each county in turn will at a given time have an elected representative on the Board.

   (c) The boards for area vocational-technical schools shall ~~have~~ the same financial powers regarding taxes, bond issues, contracts, and state financial assistance as those given to local school districts.

   (d) Each area vocational-technical school board shall select annually from its membership a President, Vice-President, and Clerk-Treasurer.

3. Each area vocational-technical school board will administer a program of vocational-technical education in accordance with the direction of the State Board of Vocational Education which shall include the following minimum characteristics:

   (a) Programs designed to meet the occupational needs of in-school youth, out-of-school youth and adults

(b) Programs designed for disadvantaged and handicapped persons

(c) Programs designed especially for women which will lead to gainful employment

(d) Programs in consumer and homemaking education

(e) Programs of Cooperative Education through which a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes.

4. Each area vocational-technical school board conduct a comprehensive program of vocational-technical education consisting of at least five (5) occupational areas in at least one center of the district in addition to such singular or combined programs in satellite communities of the district as would be feasible to meet the needs of those persons residing beyond a reasonable commuting distance from the central program.

5. The centers designated earlier as area vocational-technical schools, namely, Sioux Falls, Mitchell, Watertown, Rapid City, and Sturgis be re-designated as training centers under this new administrative plan, and that the center for the sixth district be designated on or before the effective date of the plan.

6. The cost of financing the capital improvements (site, building, equipment) be borne on a 50-50 basis -- 50 per cent by the area vocational-technical school district and 50 per cent by combined State and Federal funds; and that the operating costs be borne one-third by the area vocational-technical school district and two-thirds by State and Federal funds. An alternate plan would be that of total State-Federal financing.

7. The area vocational-technical school districts, in establishing their respective centers or in maintaining those already in existence, build new physical facilities unless adequate area school facilities can be bought or leased from local secondary school districts, other governmental units, or in the case of satellite centers, such facilities could more feasibly be acquired by rental or purchase from private sources.

8. A minimum school levy be required in each of the six area vocational-technical school districts as a source of area school financing and in order to qualify for State and/or Federal funds, and that the minimum levy be uniform among the six districts. Should total Federal-State financing become a reality, this levy would be unnecessary.

9. The area vocational-technical schools operate through the State's Division of Vocational-Technical Education -- its Executive Director and professional staff.

10. All vocational-technical schools operating as a part of the State-wide system be open to any resident of the State who can profit by the training offered.

11. There be a minimum tuition charge for residents of the State for attending the schools, and that a uniform system of student fees be established by the State Board of Vocational Education.

12. Each area vocation-technical school board select a chief executive officer (administrator) to be known as the Director who shall be a person with interest and experience in vocational-technical education, with preparation for and experience in school administration, and who shall otherwise meet the requirements of the State Plan for Vocational-Technical Education.

13. The area school Director select and recommend to the area vocational-technical board for appointment additional staff -- professional, para-professional, office, custodial, and maintenance -- as the need indicates and the budget permits.

14. The staff of the area vocational-technical schools serve as consultative personnel in assisting local high schools in the area school district with their exploratory, pre-vocational and vocational programs and with any adult vocational education programs.

15. The South Dakota Vocational-Technical Institute of Southern State College at Springfield be continued as a State supported facility under the administration of the Board of Regents, for the purpose of offering two-year vocational-technical programs leading to an Associate Degree of Applied Science, and that the Institute be considered an integral part of the State-wide system of area vocational-technical schools.

16. A thorough re-study be made of all the factors that should be considered in defining or redefining the six geographic areas designated for the purpose of service by the area vocational-technical schools. Consideration should be given to valuations as a potential tax base, population distribution, geographic barriers, distances, transportation and highway facilities and other factors that might bear on the

feasibility and effectiveness of the area school services in fulfilling the needs of a maximum number of persons in the State of South Dakota; and further, that such a study be made before any steps are taken to re-design the State-wide system of area vocational-technical schools, realign the present boundaries of the areas, or implement any of the major changes recommended in this portion of the evaluation report.

Curriculum

Concerning the CURRICULUM aspect of the State-wide system of area vocational-technical schools, IT IS RECOMMENDED THAT:

1. The state make a feasibility study to determine how persons in the outlying areas of the districts may be served by setting up mobile units, by setting up satellite programs in strategic locations and by the use of itinerant instructors.

2. More curricula for women be developed in areas such as office occupations, food service, cosmetology, health services, design, drafting, and commercial art and others which provide employment opportunities for women.

3. Greater emphasis be directed toward the recruitment of potential adult and post-secondary students who need initial training, or those who need upgrading and improvement for the job they now hold.

4. An increasing role be taken by the State Board of Vocational Education in the training of the disadvantaged and handicapped Indian. As a first step, an exploratory meeting be held to discuss ways and means by which vocational-technical education may be of greater service to this minority group. Such a meeting would be comprised of but not limited to high level representatives of the State Department of Vocational-Technical Education, the Bureau of Indian Affairs, Division of Vocational Rehabilitation and the U. S. Employment Service and other such organizations as have demonstrated an interest and ability to further the training objectives and job opportunities for this minority group.

5. Training for "emerging" occupations be provided when such occupations are identified and the need established by the U. S. Employment Service.

6. The State Vocational-Technical Advisory Council continue to take all necessary steps to see that up-to-date manpower needs information is made available to the State Vocational Staff and also that the computer service in Washington be utilized to the fullest extent.

7. Course content be kept current by the use of advisory craft committees to review course instructional materials on a regular basis. A copy of the ongoing course outline should be placed in the hands of each committee member a week or ten days prior to the meeting date at which the materials are to be reviewed.

8. All citizens of the area school district be made familiar with the educational opportunities in the area vocational school and that local high school students, guidance personnel, faculties and the general public be given a special invitation to visit the school.

Instruction

Concerning the INSTRUCTIONAL aspect of the state-wide system of the area vocational-technical schools, IT IS RECOMMENDED THAT:

1. The State of South Dakota continue to maintain the high standards now in existence for the selection of vocational-technical education professional personnel.

2. Teacher training institutions in cooperation with the State vocational staff increase the itinerant teacher training services to the local schools, and that they select qualified persons throughout the State and place them on their staff of teacher trainers to conduct local credit courses by extension.

3. The teacher training institutions in cooperation with the State vocational staff set up several one-day workshops to cover the same materials given in a regular credit course and credit be given for those completing the course.

4. Copies of all course outlines be made available to the State supervisors who are responsible for the respective programs, and that general guides for course construction be developed for state-wide use.

5. The State Vocational-Technical Staff develop a format of a Student Progress Record Chart and distribute copies to all schools in the State for their use in each vocational-technical course.

6. Since nearly 25 per cent of all the work force is engaged in agricultural occupations, that additional courses in this occupational area be developed.

Student Factors

Concerning the STUDENT FACTORS aspect of the state-wide system of area vocational-technical schools, IT IS RECOMMENDED THAT:

1. Effort be made to provide pre-enrollment counselling to each individual applicant concerning his interests and aptitudes and weigh these against those needed for the occupation for which he wishes training, and that each trainee be involved in no less than three counseling sessions with the guidance counselor or the administrator of the school.

2. Where approved student housing lists are not now available that they be made up and made available to students who need them.

3. Each area vocational-technical school cooperate with the local office of the U. S. Employment Service in placing graduates and, in addition, other appropriate placement efforts be made.

4. An annual five-year follow-up study of graduates be made to determine placement success, adequacy of training, employee progress, and satisfactions and dissatisfactions of the student and employers with the training program.

Advisory Committees

Concerning the ADVISORY COMMITTEE aspect of the state-wide system of area vocational-technical schools, IT IS RECOMMENDED THAT:

1. All area vocational-technical schools have both a general advisory committee and the necessary specific craft committees for each occupational area.

2. Advisory committees be used for curriculum revision, equipment selection, new course development, recruitment and placement of trainees, completion ceremonies, public relations and information.

3. Advisory committees be utilized frequently at regular meetings.

4. Advisory committees and their members be given appropriate recognition whenever possible at graduation ceremonies, open houses, exhibits, and through the means of brochures and news articles.

5. Accurate minutes of advisory committee meetings be kept and copies be made available to the district board and the State Supervisor who is responsible for the specific program of instruction.

6. When an advisory committee's recommendation is not to be accepted and implemented that the reasons for the rejection be made known to the advisory committee; however, if at all possible, the advisory committee's recommendations shall be implemented.

7. Recommendations concerning any aspect of the area vocational schools program be made by a concensus of the committee in regular meeting.

Physical Plant

Concerning the PHYSICAL PLANT aspect of the state-wide system of area vocational-technical schools, IT IS RECOMMENDED THAT:

1. The fine facilities now provided be further enhanced by providing additional storage facilities.

2. Safety conditions be closely observed and cluttering be prevented so hazardous conditions do not develop.

RECOMMENDATIONS ON OUTCOMES OF 1970 VOCATIONAL EDUCATION OBJECTIVES

Secondary School Programs

Concerning SECONDARY VOCATIONAL EDUCATION, IT IS RECOMMENDED THAT:

1. The Trade and Industries programs be greatly expanded to meet the emerging needs for workers as the trend for employment opportunities moves from agrarian to industrial and from rural to urban.

2. The Distributive Education program offerings and enrollments be increased to be more compatible with the proportion of workers in this field.

3. Greater use be made of the "cooperative/part-time" concept of vocational education by all vocational services at the secondary school level.

4. Guidance counselors be given training in vocational education and be provided with occupational data, materials and information in order to help students understand the opportunities available and the training needed to enter the world of work.

5. The State education officials work to achieve a vocational student-guidance counselor ratio of 200:1.

Post-Secondary

Concerning POST-SECONDARY, IT IS RECOMMENDED THAT:

1. An intensive recruitment program be implemented to encourage a larger per cent of post-secondary students to enroll in the Area Vocational Schools, and maximum use be made of all news media and public information techniques possible.

2. Emerging occupations pertinent to South Dakota be identified and training programs be instituted to help fulfill such employment needs.

Adult

Concerning recommendations for ADULT EDUCATION, IT IS RECOMMENDED THAT:

1. More comprehensive offerings in adult classes be developed in production and technical agriculture.

2. The area vocational schools expand their role in all service areas in training and retraining of adults to meet the ever-changing and advancing technologies.

3. The secondary schools throughout the State assume a greater responsibility in the training and re-training of the adults of their communities for the world of work. Further, that special study be given to the ways and means by which the State Department of Education and the Vocational-Technical Division might best promote this responsibility.

4. A special study be made to determine the need for training in those occupational areas especially suitable for women, and further, that action be taken with respect to the findings which result in program implementation.

Disadvantaged

Concerning the DISADVANTAGED population , IT IS RECOMMENDED THAT:

1. Special programs in all services and at all levels be organized where feasible to train the disadvantaged in marketable skills.

2. Priorities be set in determining how and where pilot classes for the disadvantaged might be organized and conducted most effectively in the State.

3. Special consideration and effort be given to establishing work-study programs for the disadvantaged.

Handicapped

Concerning the HANDICAPPED population of the State, IT IS RECOMMENDED THAT:

1. Teachers throughout the State (all services) be oriented to problems inherent in training the handicapped, referral procedures, training agencies, assistance programs, etc. for the handicapped.

2. Work-study programs compatible with individual handicaps be given special emphasis.

Special Programs

Among the State staff's top priorities relating to objectives set for 1969-70 school year were those related to (1) research and (2) exemplary programs. While a modest beginning has been made in these two areas, much remains to be done. Consequently, IT IS RECOMMENDED THAT:

1. Additional funds be provided for research activities. Further, that a joint committee be formed comprised of representatives of the State Advisory Council, State Board for Vocational-Technical Education staff, teacher education staff and teachers to identify problems in vocational-technical education requiring research effort as a basis for sound program planning.

2. A thorough study be made of the kinds of exemplary programs that would make the greatest educational impact on the State's disadvantaged and handicapped population and bridge the gap between school and earning a living for young people.

State Residential Vocational Schools (Not Applicable)

Consumer and Homemaking Education

Concerning CONSUMER AND HOMEMAKING EDUCATION, IT IS RECOMMENDED THAT:

1. An increased number of programs be established to serve the needs of adults in those areas of the State designated as "depressed."

2. An in-depth study be made of the wage-earning opportunities for women in a typical community of the State and that a pilot program be established in that community to demonstrate student selection, training procedures, and placement on the job.

Cooperative Education

Concerning COOPERATIVE EDUCATION, IT IS RECOMMENDED THAT:

1. Increased emphasis be given by all services to developing cooperative education programs at the post-secondary level.

Work-Study (Not Applicable for 1969-70 FY)

Teacher Education

IT IS RECOMMENDED THAT:

1. Consideration be given to the development of pre-service and in-service training for Distributive Education teachers at both the graduate and under-graduate levels.

2. Expanded itinerant-teacher training services be provided to all services that will:

   (a) Give more assistance to beginning teachers and teachers new to the State on an individual and small group basis

   (b) Offer in-service workshops through district and/or State meetings designed to up-grade teachers on the job

   (c) Teach extension courses of a graduate level within districts of the State where feasible

3. Closer coordination be effected among the staffs of the respective teacher education institutions and departments to facilitate teacher recruitment, under-graduate and graduate courses, extension classes in the field and research efforts.

4. Each of the cooperating colleges' and universities' teacher education departments add to their staff one or more qualified vocational teacher educators in order that one such person may be attached to each of the five area vocational schools. Such action would provide itinerant teacher education service on an area school district basis for the up-grading of in-service teachers.

RECOMMENDATIONS CONCERNING STATE-LEVEL ADMINISTRATION AND SUPERVISION

State-Level Administration and Supervision

Concerning STATE-LEVEL ADMINISTRATION AND SUPERVISION, IT IS RECOMMENDED THAT:

1. The present administrative pattern for vocational-technical education in the State of South Dakota be continued as the most feasible means through which the occupational needs of the people of the State might be served.

2. The Director of Vocational-Technical Education continue as the Executive Officer of the State Board for Vocational Education and that the qualifications for this position be maintained as outlined in the 1969 State Plan for Vocational-Technical Education.

3. The professional staff of the Division of Vocational-Technical Education be increased to provide a minimum of one full-time supervisor for each of the eight major occupational areas, including MDTA, which make up the Division and that the Director have a full-time assistant.

4. In addition to regular administrative duties, the Director and Assistant Director shall assume the responsibility for all special services relating to vocational-technical programs.

5. In cooperation with staff members, criteria be developed for establishing priorities for local program approvals for reimbursement purposes.

6. Each staff member develop a more thorough acquaintance with overall State administrative and supervisory problems.

7. A set of administrative and supervisory policies and procedures be developed and adopted, emphasizing delineation of responsibilities; identification of programs by service; uniformity in defining "disadvantaged," "handicapped," "depressed areas," and other commonly used and applicable terms; and such other matters as are important to effective coordination of staff effort.

8. The Board meet on a regular monthly basis, and each meeting include on its agenda a report from one or more of the vocational service areas in order that the Board may be more adequately informed about the progress and the emerging aspects of the State's program for vocational-technical education.

9. Continued efforts be made to increase State appropriations for vocational-technical education to a level of 50 per cent State aid to vocational-technical programs which meet State Plan requirements for reimbursement.

10. That State appropriations to the Division of Vocational-Technical Education for administrative purposes be increased to fund a minimum of one full-time supervisor for each of the eight major occupational areas which make up the Division. Further, that such appropriations as needed for a supporting secretarial staff be made.

11. An immediate assessment be made of space and facility needs for an expanded State administrative and supervisory staff and steps be taken to provide for these needs.

Concluding Statement

Through Public Law 90-376, October 16, 1968, the Congress of the United States enacted amendments to the Vocational Education Act of 1963, extending and improving the benefits related to Vocational Education. In this connection, it is interesting to note the degree of sensitivity exhibited by the State vocational-technical personnel in responding to the new challenges provided in the Vocational Education Amendments of the Act of 1968. Prominent among several innovative priorities set and action initiated is that of the creation of a State-wide system of area vocational-technical schools.

Five area vocational schools are in operation and a sixth is being established. Other initiatives center on modest beginnings in cooperative education, special education programs for the disadvantaged and handicapped population, work-study programs, exemplary programs geared to rural and urban disadvantaged and handicapped, and a special research project underway. It is evident that future expansion of activities in these particular phases will be realized.

Appropriation of State funds has likewise kept pace with increased Federal funds as evidenced by an increase in State funding for vocational education from $100,000 in 1968 to $400,000 in FY 1970.

GLOSSARY OF TERMS

Definitions

1. Cooperative work-study program refers to - a program of vocational education for persons, who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the students education and employability.

2. School facilities refer to - classrooms and related facilities (including initial equipment) and interests in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.

3. Secondary Vocational Education Programs (for high school studetns) refer to - such programs designed to prepare them for advanced or highly skilled post-secondary vocational-technical education.

4. Handicapped persons refer to - those persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason thereof require special education and related services. Usually such persons require special education assistance or modified vocational education programs. (Categorized under Special Education.)

5. Disadvantaged persons refer to - those persons who have academic, economic or social handicaps that prevent them from succeeding in regular vocational education programs. (Categorized under Special Education.)

6. Post-secondary vocational education programs refer to - such programs designed for persons who have completed or left high school and are available for study in preparation for entering the labor market. Such persons usually fall within the 15-24 year age group.

7. Adult education programs refer to - such programs designed for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment. (Persons exclusive of those receiving allowances under MDTA Act of 1962, P.L. 87-415, the Area Redevelopment Act AL. 87-27, or the Trade Expansion Act of 1962, PL 87-794.) Usually taught as short intensive adult evening extension classes.

8. Exemplary programs refer to - such federally supported programs designed to bridge the gap between school and earning a living for young people, who are still in school, who have left school either by graduation or by dropping out, or who are in post-secondary programs of vocational preparation.

9. Work-Study Programs refer to - federally supported vocational education designed for youth 15-20 years of age who have dropped out of school or who are unemployed and have been accepted for enrollment as a full-time vocational student in a program meeting the standards prescribed by the State Board of Coational Education and the local educational agency for vocational education. Such person must be in need of the earnings and capable of maintaining a good standing in his vocational education program.

APPENDIX A

AN OUTLINE OF A SELF-EVALUATIVE CRITERIA FOR VOCATIONAL TECHNICAL EDUCATION IN SOUTH DAKOTA

AN OUTLINE OF A SELF-EVALUATIVE CRITERIA
FOR VOCATIONAL-TECHNICAL EDUCATION IN SOUTH DAKOTA

For use in -
Local, State and Teacher Education Programs

Each educational institution has need of a carefully formulated comprehensive philosophy of vocational education. This too must be coupled with an equally well developed set of specific objectives expressing the staff's conviction of its responsibility and scope of training offered to the youth and adults of its community. The philosophy and objectives determine the nature of the teaching process, the methods of instruction, the kind of supervision and administration, types of student activities and the outcomes to be attained based on needs and interests of the community served. Evaluation then becomes a kind of ratio between goals set and outcomes realized. The question - "What have we done and how well did we do it?", can be answered in both a quantitative and qualitative sense. Thus the effectiveness of a Vocational-Technical program can be adequately measured in the light of the efforts directed toward fulfilling the purposes established.

Administrators of Vocational-Technical programs together with their staff and advisory committees must answer annually certain basic questions regarding the programs under their direction. Therefore, some of the basic concerns which are fundamental in the evaluative process are:

1. What plans and efforts have been exerted to acquaint the general public with what vocational-technical training can do to prepare youth and adults for the world of work.

2. What modifications need to be made in existing training programs for youth and adults to meet the changing occupational scene and employment opportunities?

3. What is being done to evaluate the success of former students in securing employment and progressing in the occupation?

4. To what degree are the special needs of disadvantaged and handicapped persons being met?

5. To what extent is the training program providing for the interests and needs of former students and adults for advanced training or retraining to meet changing employment demands?

6. Are the training programs leading or lagging in training youth and adults for the present working environment and to meet new and emerging occupational requirements?

7. To what extent is research and evaluation being used to give sound direction to training programs?

8. Are youth and adults being provided adequate guidance and counseling service to assist them in discovering their interests and aptitudes for training for the world of work?

9. Is vocational-technical education enlarging the scope of training and expanding the number of persons in training annually?

10. Are advisory councils, human and community resources being used to a high degree in planning, guiding and relating training to current manpower needs?

11. Are facilities and equipment keeping pace with modern technological advancements and practices?

OPTION I

In the light of the foregoing concerns, a suggested Evaluative Criteria developed in broad outline, is presented subsequently:

CRITERION I. Philosophy and Objectives for Vocational-Technical Education

- A. Philosophy and Guiding Principles
- B. Objectives - Immediate and Long-Term
- C. Student Population Characteristics
- D. School and Community Characteristics
- E. Manpower Requirements
- F. Special needs group

CRITERION II. The Vocational-Technical Program

- A. Vocational-Technical Training Programs
  1. Basic guides
  2. Curricula
     - (a) Secondary
     - (b) Post-Secondary
     - (c) Adults
     - (d) Disadvantaged and handicapped
     - (e) Cooperative programs
     - (f) Work-study programs
     - (g) Ancillary programs and services
  3. Instruction
  4. Evaluation
  5. Research

CRITERION III. The Academic Function

- A. Instructional Faculty
  1. Qualifications, professional stature
  2. Teaching load
  3. Stability and tenure
  4. Staff improvement provisions

CRITERION IV. The Administrative Staff & Function

- A. Supervision and Leadership
- B. Clerical Staff
- C. Custodial Staff
- D. Salaries and Salary Schedule, Tenure
- E. Guidance and Counseling

F. Public Relations

G. Student Services

H. Health Services

I. Financial Services

J. Transportation Policies

K. Advisory Committees

L. Research and Evaluation

M. Records and Reports

CRITERION V. Admission and Graduation

A. Recruitment Policies

B. Guidance practices

C. Admission Policies

D. Graduation policies

E. Placement Services

F. Follow-Up Records

CRITERION VI. Vocational Teacher Education (Professional)

A. Teacher Preparation Programs

(a) Pre-service- In-Service

B. Supervisor/Administrator Preparation Programs

C. Faculty

1. Qualifications

2. Staff Improvement

D. Research and Evaluation

E. Facilities

CRITERION VII. State Vocational-Technical Education Staff

A. Personnel

1. Qualifications

2. Professional Improvement

3. Leadership role

4. Adequacy of personnel

B. Research and evaluation

C. Facilities

CRITERION VIII. Library and Instructional Materials

A. Library

B. Audio-Visual

C. Instructional Materials

D. Space

CRITERION IX. The Institutional Plant and Facilities

A. Site

B. Buildings

C. Equipment

D. Student-Space Ratios

E. Health and Sanitation

F. Safety

CRITERION X. Community Evaluation of Vocational-Technical Education

A. Students

B. Graduates

C. Parents

D. Employers

E. Citizens

F. Teachers

G. Administrators

A possible scale to evaluate the items of process, procedure, function, or facility follows: Numerical scores of 5, 4, 3, 2, and 1 are in descending order of values.

(5) Indicates the (Process, Procedure, etc.) is exemplary

(4) Indicates the (Process, Procedure, etc.) is highly adequate

(3) Indicates the (Process, Procedure, etc.) is adequate

(2) Indicates the (Process, Procedure, etc.) is not adequate

(1) Indicates the (Process, Procedure, etc.) is inappropriate or not applicable

An example of how certain individual items appearing in Criterion III, the "Academic Function" might be expanded to serve as a self evaluation device is shown below:

CRITERION III. The Academic Function

A. Instructional Faculty

	Rating				
	5	4	3	2	1
I. Selection of Faculty Members					
1. Teacher selection is a cooperative process involving administrators, supervisors, department head and a faculty committee					
2. Candidates occupational experience in the trade and/or profession is carefully evaluated					
3. Candidates are evaluated on the basis of the quality of their broad occupational experience outside of their specialty.					
4. College transcripts of candidates are carefully examined for appropriateness of preparation for the position to be filled					
5. Candidates are interviewed personally and their work observed					
6. Recommendations from reliable sources are carefully evaluated					
Overall Evaluation					
1. How successful has the administration been in securing a sufficient number of faculty?					
2. How well has the present administration done in selecting competent faculty members?					
3. How adequate are the methods used in faculty selection?					

Comments

II. Experience and Service

Number of Years Experience	Length of Service in This System			Total Years Experience in Vocational-Technical Education		
	Number		Per Cent	Number		Per Cent
	Women	Men		Women	Men	
Less than 1						
1 - 3						
3 - 6						
6 - 9						
9 - 12						
12 - 15						
15 - 18						
18 - 21						
21 - 24						
Over 24						
Total						

Overall Evaluation

	Rating				
	5	4	3	2	1
1. How satisfactory is the total amount of faculty experience?					
2. How adequate is the length of service in this system?					

Comments

III. Teaching Load (Develop)

IV. Staff Improvement (Develop)

OPTION II

A Suggested Outline of a Vocational-Technical Self-Evaluative Instrument for South Dakota Based on The State Plan Objectives.

5.0 Vocational Education Objectives

School year 197__ - 197__

5.1 Secondary Level

	Urban		Rural	
	No.	%	No.	%
(a) number and percent of students enrolled in Vocational-Technical programs				
(b) number and percent of Secondary Vocational-Technical students entering post-Secondary Vocational-Technical programs . . .				
(c) Number of instructional programs designed primarily for Secondary students based on their residance				
(d) Number and percent of Vocational-Technical students who completed their training objective				
(e) Number and percent of Vocational-Technical students, available for work, placed in jobs following training				
(f) What is the ratio of Vocational-Technical students to guidance counselors in your institution? Ratio _____				

Indicators

Considering that: (1) approximately fifty (50) percent of the Secondary School graduates will begin a four year college course but only twenty (20) percent will graduate. (2) There have been _____(insert number) high school dropouts during the past five years from this institution. (3) Of the total number of Secondary School students in this institution _____ (insert number, grades 9-12), there are presently enrolled _____ (insert number, grades 9-12) students in Vocational-Technical programs, please react to the following questions and rating which follow.

	Rating				
	5	4	3	2	1
1. How well is your institution doing in serving the needs of both urban rural youth?					
2. How adequate is the number of students enrolled in Vocational-Technical programs in relation to the total secondary enrollment?					
3. To what extent is placement of students in jobs taking place?.					
4. How well are students being counseled in Vocational-Technical job requirements and opportunities?					
5. How effective is the staff in encouraging Vocational-Technical students to enter post-Secondary Vocational-Technical training?					

Overall Evaluation

1. Viewing the foregoing data and indicators, how adequately is your institution doing in preparing the secondary students for the world of work					

Comments

5.4 Disadvantaged

	Number	Per Cent
(a) Number and percent of disadvantaged population of this (area) (school district) enrolled in Vocational-Technical programs of this institution:		
Secondary		
Post-Secondary. . .		
Adult		
(b) Number of Vocational-Technical programs operated for:		
Secondary		
Post-Secondary. . .		
Adult		
(c) Number of students enrolled in cooperative programs . . .		
(d) Number of students enrolled in work-study programs . . .		

Indicators

Considering there is a total of *50,549 (1970 estimate) disadvantaged persons in South Dakota and a total of _____ _____ in this area or school district, (use proportional area, county, or district disadvantaged population to above state disadvantaged population) please react to the following questions and rating appearing below:

	Rating				
	5	4	3	2	1
1. How adequate is the number of disadvantaged persons being served by your institution in relation to local and state needs?					
2. How adequate is the number of Vocational-Technical programs being offered by your institution in relation to the local and state need ?					

* Welfare receipients - 20,549
Minority groups - 30,000
Total 50,549

	Rating				
	5	4	3	2	1
3. How adequate is the number of students enrolled in cooperative programs in relation to local and state needs? . . .					
4. How adequate is the number of students enrolled in work-study programs in relation to local and state needs? . . .					

Overall Evaluation

1. Viewing the foregoing data and indicators, how adequately is your institution serving the disadvantaged persons in relation to local and state needs?					

Comments

A D D E N D A

TO

An Outline of a Self-Evaluative Criteria for Vocational-Technical Education.

Relative to Option I and Option II it should be noted that Option I (one) provides for a broad comprehensive outline of the controls necessary for constructiong a self-evaluative device involving both qualitative and quantitative aspects.

It is recognized that under this Option I more detail and time would be involved on the part of the institution concerned. Consideration might be given to its use on a three year interval, or longer basis, or the use of parts of the criteria where applicable.

In addition to any self-evaluation under Option I, there will be available the quantitative program evaluation required by the U.S.O.E., based on State Plan objectives.

The Option II approach is based specifically upon the stated objectives of the South Dakota State Plan. Data for this instrument would be readily available from the required State reporting forms now in use. Institutions using the form would be less involved, time wise, but would find it necessary to analyze the data of their situation and do some critical self-evaluation of their situation.

APPENDIX B

CAMPS OUTLINE '70 PART A. (THE SOUTH DAKOTA COMPREHENSIVE MANPOWER PLAN FOR FY1970)

THE SOUTH DAKOTA COMPREHENSIVE MANPOWER PLAN

FISCAL YEAR 1970

PART A

APRIL 1, 1969

TABLE OF CONTENTS

A. Cooperative Agencies

B. Description of State

1. Area Location..... 1A
2. Economy..... 2A
3. Current Population and Labor Force..... 3A
4. Current Employment Trends..... 5A
5. Anticipated Social and Economic Development..... 5A

Table 1A - A Summary of Actual Experience and Economic Assumptions for FY 70..... 6A

C. Identification of Manpower Problems

1. Unemployment..... 7A

a. Rate of Unemployment..... 7A
b. Trends in Unemployment During 1968 Calender Year..... 7A
c. Characteristics of the Unemployed..... 8A

Table 2A - Characteristics of Unemployed..... 9A

d. Factors Causing Unemployment..... 10A

2. Underemployed..... 11A

Table 3A..... 11A

3. Occupational Shortages and Surpluses..... 13A

Table 4A..... 13A

4. Problems of Target Groups..... 14A
5. Other Problems..... 15A

D. Target Populations

1. Youth and Older Worker..... 16A
2. Underemployment..... 16A
3. Families and Poverty Levels..... 17A
4. Disadvantaged Persons..... 17A

Table 5A - Age Groups by Reservations..... 18A
Table 6A - Reservation Population Data..... 19A
Table 7A - Population by Reservation..... 20A

5. Program Participation..... 21A
6. Persons Affected by Technological Change..... 22A

TABLE OF CONTENTS (Cont.)

E. Current Manpower Activity Situation

1. Manpower Programs in FY 69..... 23A

Table 8A - FY 69 Manpower Programs..... 24A

2. Non-Federally Assisted Programs..... 26A

Table 9A - Non-Federally Assisted Programs..... 27A

3. Carryover Funds..... 28A

Table 10A - Carryover Funds..... 28A

4. Unmet Needs..... 28A

Participating Agencies:

Alan Williamson
Employment Security Department

Ben T Hines
Division of Vocational Rehabilitation

Wm. De Bow
Adult Basic Education

Orren E Olson
Indian Community Action Agencies

Bernice B Bond
Department of Health

(Not available for signature)
Farmer's Home Administration

Economic Development Administration

(Not available for signature)
U. S. Civil Service Commission

Edwin D Elwood
Housing and Urban Development

Robert Williams
Chairman, State CAMPS Committee

Roy J. Zuzich
Division of Vocational Education

Peter B. Grossmann
Department of Public Welfare

John J. McMahon
AFL-CIO Union Representative

(Not available for signature)
United Sioux Tribe

Henry L Walser
Bureau of Work Training Programs

Walter O Mastel
Bureau of Apprenticeship and Training

Bruce H Ecker
Bureau of Indian Affairs

(Not available for signature)
Non-Indian Community Action Agencies

Arthur R. Jakubka
Office of Economic Opportunity

(Not available for signature)
Community Action - OEO

COOPERATING AGENCIES

The various federal, state, and local agencies cooperating in the development of this Plan are:

South Dakota

- Employment Security Department
- Department of Public Instruction
- Division of Adult Basic Education
- Division of Vocational Rehabilitation
- Division of Vocational Education
- Department of Public Welfare
- Department of Health
- State Planning Committee
- State Extension Service
- Service to the Blind and Visually Handicapped

State AFL-CIO Unions

United Sioux Tribes

U. S. Department of Labor

- Bureau of Apprenticeship & Training
- Bureau of Work Training Programs

U. S. Department of Commerce

- Economic Development Administration

U. S. Department of Interior

- Bureau of Indian Affairs

U. S. Department of Agriculture

- Farmer's Home Administration

Office of Economic Opportunity

- Community Action Agencies
- Job Corps

U. S. Civil Service Commission

DESCRIPTION OF STATE:

1. The fiscal year 1970 South Dakota Cooperative Area Manpower Plan will consist of a single statewide plan. No formal area CAMPS Committees have been recognized by the State Committee due, in part, to the following circumstances:

    - Lack of adequate program financing, mainly by the Federal Government, and to a lesser extent, the lack of State matching funds.
    - The geo-demographical make up of the State makes impractical the formation of local projects and/or area committees.
    - Occupational demands are limited and require the pooling of the various local demands to formulate a training need that can be dealt with.
    - The diversity of the State's economic structure severely limits the occupational demands.

2. Economy.

If the economic structure of the State were in the shape of a pyramid, the base would be agricultural. While it has suffered several declining years, agriculture remains the number one income producer. Adverse weather conditions, and pest infestation could affect the harvest to a noticeable degree. Most of the marginal farmers have left the farms for jobs in other areas. The only remaining marginal farmers are those with outside jobs. Farm crop prices, to a great degree, dictate the working and spending of farm families and those engaged in the agri-business industry.

The second layer in the pyramid is tourism. Should this increase in the next five years, it will be the State's leading income producer. With the continued affluence of the American peoples, tourism will grow at a steady rate. Should inflation become a rout, leading to a severe depression, the effect would be a steep decline in tourism. However, tourism is expected to continue its steady growth.

The next layer in the pyramid is retail trade. Unless the population and its income expand greatly within the next year or so, no major increase is foreseen.

Manufacturing in South Dakota is very diverse. Much of it involves farm products or products to be utilized on the farms. The largest employer in the State is in this category. Products included in this area are meat processing, metal working machines, mobile homes, electronic devices and components, rubber goods, and jewelry. As industrial development goes, we can anticipate a moderate increase for the next year.

At the apex of the pyramid would be construction. The rising interest rates will affect new building, the allocation of federal highways money will affect new roads, new defense spending all will have a bearing on the amount of construction anticipated in FY 70. Almost 2400 homes will be constructed or refurbished on the Indian Reservations within the State.

No changes in technology have occurred in FY 69 nor are any expected to occur in FY 70.

Local government is increasing its industrial development effort over previous years. Several medium sized plants are scheduled to become operational in FY 70; one in Aberdeen, one in Brookings, and one in Yankton.

Various community organizations are behind the industrial development effort. Very little else in common with the community organizations. Most organizations are either service or socially oriented. The service organizations offer limited assistance to any manpower structure. No new innovations have come from this quarter.

3. Current Population and Labor Force.

The latest estimated population is 699,000. Anticipated 1970 population is 724,700 with a civilian work force of 278,700. These estimates would provide an increase of 6.5% in the population and 5.0% in the civilian work force. over 1960.

Agriculture is constantly in need of regular hired workers to operate machinery and equipment. The South Dakota farmer is in competition with non-agricultural industry for good employees, and usually can

neither meet the wages nor working conditions of non-agricultural industry. Although the number of farms and farm workers decline, the demand for farm labor and its attendant services has not lessened.

Despite an increase in population, the prime labor group, age 22-45, is still indicating a strong out-migration. Progress in the economic industrial development of the State is the biggest determent to the problem of out-migration. This problem will never be stopped completely due to man's inherent way of "wanting to see the other side of the fence".

As the rural resident and ex-farmers move to the more urban areas, they are generally not suitable for the labor force. Many do find work with some agri-business firms requiring little in the way of skills or aptitudes. The individual from the rural areas who has not made a go of it, is also under-educated when compared to his city cousin. This is not the lack of opportunity, but rather to apathy, lack of understanding a need for the education. Many employers desire these workers for their mechanical abilities, good work habits and resourcefulness. However, some basic education and skill training are needed to make the rural migrant a competent, capable employee.

Seasonality causes many problems in the labor force. While some construction innovations have cut into the seasonality of that work, it remains a problem. With tourism ranking second as an industry, it is also a major cause in seasonality. This will only change when our tourism is on a year round basis with an extremely limited slack season. In the case of seasonality, the individual worker is out of a job part of the year. Generally, this occurs during the season the worker can least afford it, the winter months.

4. Current Employment Trends.

Table I A provides the breakdown of the labor force in terms of actual experience for the period 1965 through 1968 and assumptions for 1969 and 1970.

The total workforce increased some 4,000 persons while unemployment dropped from 3.9% (1965) to 3.0% (est. 1970). Due, in part, to the war economy and, in part, to the high affluence of the American people.

5. Anticipated Social and Economic Development.

Anticipated economic activity is expected to develop in FY 70 at a faster pace than experienced in the past.

Control Data, 3 M Company and Omni Corporation have recently announced plans to open manufacturing sites in South Dakota. Existing non-agricultural industry is also expected to expand.

Farm income is expected to increase in FY 70. Production increases rather than price increases is expected to raise the farmers income.

The need for added school construction, announcement of the opening of new shopping centers at Sioux Falls, Rapid City and Aberdeen will provide employment with building and special trade contractors.

Table I A

A SUMMARY OF ACTUAL EXPERIENCE AND ECONOMIC ASSUMPTIONS TO FISCAL YEAR 1970

ANNUAL AVERAGES (in 000's) FISCAL YEARS

	Actual Experience				Economic Assumptions	
	1965	1966	1967	1968	1969	1970
Total Civilian Work Force	265.9	264.3	264.0	265.8	268.1	270.2
Total Unemployment	10.3	9.3	8.1	7.8	8.3	8.1
Rate (% of Work Force)	3.9%	3.5%	3.1%	2.9%	3.1%	3.0%
Total Employment	255.6	255.0	255.9	258.0	259.8	262.1
Agriculture	68.0	66.0	63.1	62.0	60.7	59.4
Hired Ag Workers	10.3	10.6	9.9	9.9	9.7	9.5
Self-Employed & Unpaid Family Worker	57.7	55.4	53.2	52.1	51.0	49.9
Nonagriculture Employment	187.6	189.0	192.5	196.0	199.1	202.9
Self-Employed & Domestics	34.4	32.8	31.4	30.6	30.2	29.8
Wage and Salaried	153.2	156.2	161.5	165.4	168.9	173.1
1 State U.I. Covered Employment	79.9	82.0	85.0	88.5	90.2	93.1
Manufacturing	12.9	13.3	14.6	15.3	14.9	15.3
Durable Goods	3.6	4.1	4.7	5.3	4.8	5.2
Nondurable Goods	9.3	9.2	9.9	10.0	10.1	10.1
Food and Kindred	7.6	7.4	7.6	7.5	7.4	7.3
Nonmanufacturing	67.0	66.7	70.4	73.2	75.3	77.8
Mining and Quarrying	2.4	2.3	2.3	2.4	2.4	2.4
Contract Construction	7.5	7.0	6.3	6.6	6.5	6.7
Building Construction	2.1	2.1	1.8	1.9	1.8	2.0
Highway Construction	2.0	1.8	1.8	1.8	1.8	1.7
Other Heavy Construction	1.1	0.7	0.5	0.7	0.7	0.7
Special Trade Construction	2.2	2.3	2.1	2.2	2.2	2.3
Trans. Comm. & P. U.	7.9	8.1	8.1	8.2	8.4	8.5
Wholesale Trade	8.0	8.4	8.5	8.7	8.8	9.0
Retail Trade	26.4	27.4	28.7	29.9	31.3	32.5
Finance, Ins. & R. E.	5.4	5.5	5.7	5.8	5.9	6.1
Service and Misc.	9.3	9.9	10.9	11.6	12.0	12.6
2. Other Covered Wage and Salaried Employment	12.8	12.7	12.6	12.4	12.4	12.4
Federal Government	11.3	11.2	11.1	11.0	11.0	11.0
Railroads	1.5	1.5	1.5	1.4	1.4	1.4
3. Noncovered Wage and Salaried Employment	60.5	61.5	63.9	64.5	66.3	67.6
State Government	9.4	10.0	11.7	11.7	12.2	12.7
Local Government	23.8	24.2	24.9	25.6	26.3	27.0
Small Firms (1-3)	14.0	14.0	14.0	14.0	14.6	14.6
Nonprofit Org. and Other Noncovered	13.3	13.3	13.3	13.2	13.2	13.3

The sum of parts may not equal the total due to rounding.

C. Identification of Manpower Problems

1. Unemployment

a. The rate of unemployment for February, 1969 was 3.3%. The average rate of unemployment for the calender year of 1968 was 3.0%. These rates are the insured unemployment rate which do not reflect a true unemployment rate. Insured unemployment includes only those employers with four (4) or more employees, or a taxable payroll of $24,000 in a calendar year, or anyone subject to the Federal Unemployment Tax Act.

Figures used below are from base year 10/67 to 9/68 and include only civilian labor force members.

Approximately 41,660 of the labor force were partially or fully unemployed in this period. Of this figure, 25,550 are classified as poor. This includes 16,270 designated as disadvantaged poor. The remaining 9,280 are classified as "other" poor.

It is also estimated that 8,941 of the State's Indian population, 33,904 were unemployed during this period. Obtaining hard statistics about the Indian residents of the State is difficult, due mostly to their mobility on and off the reservations.

b. Trends in Unemployment During 1968 Calender Year

Unemployment in calender year 1968 decreased from 3.3% in January to 2.6% in December. These percentages are based on a total civilian work force of 246,700. This was not a steady increase, but rather a fluctuating one with a June percentage of 3.7%. (This rate includes youth entering the labor market.) The lowest rate of 2.2% was shown in October. (Youth returning to school decreased the total number in the labor force.)

Rate of Unemployment by Quarters

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
3.4%	3.1%	2.8%	2.8%

c. Characteristics of the Unemployed

Table 2 A is an approximation of the characteristics of the unemployed. It should be noted that this table was compiled from applications for work as received by the South Dakota Employment Security Department over a period of eight months. It is anticipated that any other unemployed person, who did not file a work application would fall into the classifications causing no change.

Table 2 A

Characteristics of Unemployed

General

Females	42%
Heads of Households	50%
Handicapped	10%
HRD	17%

Veteran Status

Veterans	25%
Sel. Serv. Rejectees	8%
Other Non Vets	67%

By Ages

Under 19	15%
19 - 21	20%
22 - 34	35%
35 - 44	16%
45 and over	14%

Years of Gainful Employment

Less than 3 years	45%
3 - 9 years	35%
Over 10 years	20%

Number of Dependents

0 Dependents	44%
1 Dependent	18%
2 Dependents	13%
3 Dependents	10%
4 Dependents	7%
5 Dependents or more	8%

Race

White	80%
Non White	20%

Educational Level

Less than 8 years	17%
8 years	44%
9 - 11 years	18%
12 years	18%
Over 12 years	3%

Above table consists of data provided from new applications taken by the South Dakota Employment Service. (Period: 7/68 to 2/69) While applications for work are not the true numbers of the unemployed, the characteristic breakdown would be approximately the same.

d. Factors Causing Unemployment

The closing of the Wright - McGill Fishhook Plant on the Pine Ridge Reservation caused unemployment of Indian workers. These workers had performed the duties of "fishhook snellers and tiers". The Sioux Indian had a natural ability for this type of work and had become proficient in their jobs.

Construction workers experience the usual seasonal lay-offs, along with in-between job unemployment. But it should be kept in mind that seasonal lay-offs are being decreased in the building trades with the new innovations of weather protecting devices. Highway construction is nearly at a standstill for five (5) months of the year.

Seasonal agriculture workers are forced to re-locate to the cities for the winter months in order to seek employment. This condition helps create an over population of workers for the amount of jobs available.

Tourism is active for four (4) months of each year. Unfortunately, not all employed in the tourist industry are students who return to school at the end of the season. Approximately 25% are those individuals who are seeking year-round employment.

2. Underemployed

Estimates below are based on a 12 month period from 10/67 to 9/68.

Table 3 A	
Underemployed in the State	15779
Employed part-time for economic reasons	1503
Employed full-time but with family income at or below the poverty level	13021
Individuals not in the labor market but should be	1255

The estimated underemployed in the State is 15779. These people range from jobs in the unskilled category to some professional occupations. Most of the underemployment is in the small towns and rural areas. Service occupations such as waitress, nurse aid, farm labor, certain clerical jobs, and sales clerks are, for the most part, marginal paying and classed as under employment. Hard, solid information and/or statistics in this area are all but nonexistent.

Most of the employment, except for federal, on the various Indian reservations is considered underemployment. Because of the lack of occupational opportunities, the reservations become a labor surplus area. Many of these opportunities are seasonal in nature. This combination controls the wages with an adverse effect.

Seasonality contributes to an extent to underemployment. Most of the persons engaged within the structure of tourism are working from 3 to 6 months. This is a different form of underemployment.

Also included in these figures are those persons employed full-time but with a family income at or below the OEO poverty level guidelines. To compound the problem, the worker's skill may be saleable in another area and he won't move. More industrial development may be the answer to that